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ABSTRACT

The research design for this study arose out of a similar national study conducted by the American Association of School Administrators (see ED 056 368). Analysis of the data reveals that the Arkansas superintendent is slightly younger and that he enters the profession earlier than the average American school superintendent. In addition, he has slightly less teaching experience, stays longer in his first superintendency, and has fewer years of experience as a superintendent. His salary is lower than the national average, but his professional preparation compares favorably. Arkansas superintendents report they work an average of 54.5 hours per week (as against a 56.1 national average), and the overwhelming ratio of men to women in the job is the same. (Author)

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THE ARKANSAS SCHOOL SUPERINTENDENT

By

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Foreword

This report--The Arkansas School Superintendent--is dedicated to the superintendents of Arkansas. For it is they who provided the information for this study and it is they who deserve to have their story told. Moreover, it is hoped that this report will be read by a wide variety of Arkansans for it is they who need to know more about the personal dimensions, professional preparation, professional experience, and work issues and images of the Arkansas superintendent.

The report provides interesting insights into the complexity of the status of the Arkansas superintendent. Because superintendents are notoriously reserved professionals when it comes to "telling their story" to the public, it is hoped this report will provide Arkansans with some basic insights not heretofore understood about the characteristics of the men in this position and the tremendous pressures they face.

Forrest Conner, Executive Secretary of the American Association of School Administrators, stated in the Foreword of the 1971 study entitled The American School Superintendent:

> Based on my contacts with superintendents around the country, I have good reasons to question the significance of the many new criticisms now being made of education in general and of the superintendency in particular. I am heartened that my personal hunch can now be confirmed by the research data in this study. The superintendency has not lost its impact or prestige as a result of the new wave of critics. Superintendents have not lost faith or face, in spite of the great upheavals of our times. If given the opportunity, a resounding majority of today's school administrators would do it all over again.

The results of this study of the Arkansas superintendents confirms Mr. Conner's hunch once again!

M. Vance Sales
Joseph C. Taylor

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CHAPTER I

INTRODUCTION

In 1971, the American Association of School Administrators published a timely study entitled The American School Superintendent.[1] The study provides a profile of the personal dimensions, professional experiences, professional preparation, work and issues of the American superintendent. The Association established a research design based upon a nationally stratified sample of superintendents which served as the basis for data collection. An analysis of the national study immediately raised interesting questions: What are the personal dimensions of Arkansas superintendents? What is the professional preparation of Arkansas superintendents? What are the issues and work requirements facing Arkansas superintendents? How do the characteristics of Arkansas superintendents compare with those of the American school superintendent? How well do Arkansas superintendents measure up to the typical American school superintendent?

To answer such questions the current status of the Arkansas school superintendent had to be ascertained. Additionally, the study of Arkansas superintendents had to be conducted in a similar manner as had the national study. Consequently, Professor S. J. Knezevich of the

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[1]Stephen J. Knezevich (ed.), The American School Superintendent (Washington, D. C.: American Association of School Administrators, 1971). Copies are available from the American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209, for $3.00 each.

University of Wisconsin, and editor of the national study was contacted.[2] As a result of his encouragement and recommendation, the American Association of School Administrators granted permission to us for the use of the Association's data gathering instrument.[3]

The research design for the study of The Arkansas School Superintendent was not based upon a sampling technique, but upon a survey of the total superintendency population of Arkansas. Through the use of the Arkansas Educational Directory 1971-72, 364 public school superintendents were identified. Questionnaires were mailed to each of the 364 superintendents.[4] Of the 364 superintendents contacted 305 or 87 percent responded. Therefore, this study is based upon the information provided by a significant majority of the 1972 Arkansas superintendents.

The reader is reminded that this study does not include superintendents or headmasters of private and parochial schools or county school supervisors in Arkansas. Furthermore, a quick review of the data gathering instrument provides the obvious conclusions relating to its unusual long length, and as a result, not all of the 305 respondents answered each question asked. A difference in totals will be noted within the summation provided in each table. For example, should the total number responding to a particular question amount to 300 then 5 respondents did not answer the particular question.

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[2]See Appendix A for letter from Professor Knezevich.

[3]See Appendix B for letter from Dr. William J. Ellena, Deputy Executive Secretary, American Association of School Administrators.

[4]See Appendix C for a copy of the data gathering instrument.

Basic to the format of this study is the categorization of Arkansas public school districts by the number of students enrolled. Table 1 provides this classification which is used repeatedly throughout the study to present data. Category A in Table 1 represents 35 public school districts with a 1972 pupil population from 0 to 249 pupils. Category H in Table 1 represents 16 public school districts with a 1972 pupil population of 4,000 and over.

A total of categories A through D shows that 205 Arkansas school districts had a pupil enrollment of 999 or less in 1972 while 100 school districts had a pupil enrollment of 1,000 or more. Ninety-eight percent of the 305 superintendents participating in the study indicated that their school districts included grades one through twelve. The remaining school districts (8) are either elementary or secondary districts only.

TABLE 1. Number and Percent of Arkansas School Districts by Enrollment Classified in Categories A Through H

Category		Number	Percent
A	0-249	35	11.5
B	250-499	79	25.9
C	500-749	59	19.3
D	750-999	32	10.5
E	1000-1499	31	10.2
F	1500-1999	26	8.5
G	2000-3999	27	8.9
H	4000 and Over	16	5.2
	Total	305	100.0

CHAPTER II

ARKANSAS SUPERINTENDENTS' PERSONAL DIMENSIONS

AGE

Table 2 shows the ages of Arkansas superintendents by number and percentage according to the size of the school district, as well as the totals for the 303 superintendents who responded. Two superintendents did not complete this item. An analysis of Table 2 data reveals that 71 or over 23 percent of Arkansas superintendents are under 40 years of age. Most of these young superintendents are in the smaller school districts. Sixty percent (182) of the superintendents are 49 years of age or younger. Looking at ages by size of school district (categories A-H) it can also be seen that the mean ages progress from 43.7 years for school districts of 0-249 pupils to 53.1 years for school districts of 4000 students or more. The mean age in years for all superintendents was 47.7. Median ages by categories are all somewhat lower than mean ages and perhaps the use of median ages by categories gives a somewhat different picture. Median ages range from 40.5 years in the smallest districts to 52.0 years in the largest districts of the State. The median age for all Arkansas superintendents was 46.1 years.

Only one superintendent reported being over 70 years of age, while 12 superintendents reported ages of 65 to 69 years. Taking a

broader view only 13 superintendents or 4.3 percent of all Arkansas superintendents are 65 years or older, and only 36 superintendents or 11.9 percent are 60 years of age or older. The oldest superintendent was 72 years old and the youngest was 27 years old.

It can be concluded that the smaller the enrollment category, the lower the age of the superintendent and the larger the enrollment category the higher the age of the superintendent.

TABLE 2. Ages of Arkansas Superintendents During the 1972 School Year

Age Range	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		I. 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 40	15	44.1	29	36.7	10	16.9	7	21.9	2	6.5	5	19.2	2	7.4	1	6.7	71	23.4
40-44	5	14.7	17	21.5	8	13.6	11	34.4	10	32.3	7	26.9	7	25.9	1	6.7	66	21.8
45-49	3	8.8	7	8.9	16	27.1	5	15.6	5	16.1	2	7.7	5	18.5	2	13.3	45	14.8
50-54	5	14.7	11	13.9	11	18.6	4	12.5	6	19.4	5	19.2	5	18.5	6	40.0	53	17.5
55-59	5	14.7	8	10.1	7	11.7	2	6.3	3	9.7	2	7.7	4	14.8	1	6.7	32	10.5
60-64	0	0.0	6	7.6	4	6.8	3	9.4	3	9.7	2	7.7	3	11.1	2	13.3	23	7.6
65-69	1	2.9	1	1.3	2	3.4	0	0.0	2	6.5	3	11.5	1	3.7	2	13.0	12	4.0
Over 70	0	0.0	0	0.0	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Totals	34	99.9	79	100.0	59	100.0	32	100.1	31	100.2	26	99.9	27	99.9	15	100.0	303	99.9
Mean Age In Years	42.7		44.7		48.3		45.5		48.7		48.4		49.4		53.1		47.7*	
Median Age In Years	40.5		43.0		48.0		42.5		48.0		46.0		47.0		52.0		46.1*	

*Estimates

SEX

The 1972 questionnaire asked Arkansas superintendents to identify their gender. Table 3 summarizes the results as reported by 303 superintendents. Only four superintendents of the reporting group were women. Three of these women were superintendents in schools of size 250 to 499 pupils and the other woman was superintendent in a district with less than 250 pupils. Therefore, it can be seen that the extremely few women

superintendents, only 1.3 percent of the reporting group, are to be found in small school districts in Arkansas. The superintendency in Arkansas is a position occupied by men.

TABLE 3. Sex of 1972 Arkansas Superintendents

Sex	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	34	97.1	76	96.2	58	100.0	32	100.0	31	100.0	26	100.0	27	100.0	15	100.0	299	98.7
Female	1	2.9	3	3.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	1.3
Totals	35	100.0	79	100.0	58	100.0	32	100.0	31	100.0	26	100.0	27	100.0	15	100.0	303	100.0

COMMUNITY BACKGROUND

The data on type of community in which superintendents of Arkansas spent most of their lives prior to going to college are given in Table 4. Three of the usable questionnaires did not have this item checked. Therefore, 302 superintendents reported the type of community in which they grew up. An overwhelming number of superintendents--294 of 302 or 97.4 percent--came from small towns or rural areas. Only 8 of 302 or 2.6 percent of the superintendents came from large city or suburban backgrounds. Howe r, it should be stated that only 16 of the reporting superintendents were employed in school districts with 4,000 or more pupils enrolled. The two superintendents who grew up in large urban cities are found in districts of small size--between 250 and 750 pupils.

Table 5 presents the size of the community in which Arkansas superintendents spent most of their lives prior to going to college. Only 289 superintendents completed this item on size of community while

302 out of 305 completed the item on type of community in which they were reared. Of the reporting group of 289 superintendents, 278 or 96.2 percent grew up in communities or towns of less than 10,000 people. Considering the entire reporting group, 11 superintendents or 3.8 percent were reared in cities of 10,000 population or larger. It is of interest to note that of the 16 reporting superintendents in category H (4000 or more pupils) only two are from communities of 10,000 or more people. However, considering the data in Table 4 and Table 5, there appears no tendency to remain in the same size of community in which a superintendent was reared.

TABLE 4. Type of Community in Which the 1972 Arkansas Superintendents Spent Most of Their Lives Prior to College

Type Of Community	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural	22	64.7	59	75.6	40	67.8	23	71.9	14	45.2	11	42.3	11	42.3	6	37.5	186	61.6
Town or Small city	12	35.3	18	23.1	18	30.5	8	25.0	16	51.6	14	53.8	13	50.0	9	56.3	108	35.8
Suburban City	0	0.0	0	0.0	0	0.0	1	3.1	1	3.2	1	3.8	2	7.7	1	6.3	6	1.9
Large Urban City	0	0.0	1	1.3	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
Totals	34	100.0	78	100.0	59	100.0	32	100.0	31	100.0	26	99.9	26	100.0	16	100.1	302	100.0

TABLE 5. Size of Community in Which Arkansas Superintendents Spent Most of Their Lives Prior to College

Size of Community	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 2,500	19	82.6	66	86.8	51	86.4	27	84.4	21	67.7	18	72.0	17	63.0	10	62.5	220	79.2
2,500-9,999	3	13.0	7	9.2	7	11.9	3	9.4	9	29.0	7	28.0	9	33.3	4	25.0	49	17.0
10,000-99,999	1	4.3	2	2.6	0	0.0	2	6.3	1	3.2	0	0.0	1	3.7	1	6.3	8	2.8
100,000 or More	0	0.0	1	1.3	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	3	1.0
Totals	23	99.9	76	99.9	59	100.0	32	100.1	31	99.9	25	100.0	27	100.0	16	100.0	289	100.0

CHAPTER III

PROFESSIONAL EXPERIENCE OF ARKANSAS SUPERINTENDENTS

The Arkansas superintendent is an important professional in the affairs of Arkansas education, Arkansas civic activities, and Arkansas politics. He has earned his position as a result of meeting the professional requirements set forth by the State and local school boards, by exhibiting the experiences desired by citizens to manage the largest enterprise within the State, and possesses the personal characteristics required to lead the educational program of the youth. This chapter focuses on the work experience of the Arkansas superintendent.

ENTRY INTO PUBLIC EDUCATION

Table 6 gives data on the ages of superintendents when they entered their first full-time position in public education. The mean age at which the 295 reporting superintendents entered education was 24.4 and the median age was 23.8 years. An examination of the mean age by categories A through H shows no major differences. The median age for six of the eight categories (A-H) was found to be 24.0 years. Of the total group only 21 or 7.1 percent entered education before they were 20 years of age and only 9.5 percent of the reporting group entered education at 30 years of age or older. Superintendents in 1972 of various sizes of schools (categories A-H) did not differ significantly in ages of entry into public education.

TABLE 6. Age of Arkansas Superintendents Entering First Full-Time Position in Public Education

Age Range	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 20 years	3	8.8	11	14.3	3	5.3	1	3.4	1	3.3	0	0.0	1	3.7	1	6.3	21	7.1
20-21	7	20.6	8	10.4	9	15.8	3	10.4	5	16.7	2	8.0	2	7.4	3	18.8	39	13.2
22-23	7	20.6	12	15.6	10	17.5	8	27.6	7	23.3	9	36.0	9	33.3	6	37.5	68	23.1
24-25	4	11.8	20	26.0	15	26.3	6	20.7	10	33.3	6	24.0	11	40.7	3	18.8	75	25.4
26-27	6	17.6	10	13.0	8	14.0	8	27.6	4	13.3	5	20.0	2	7.4	2	12.5	45	15.3
28-29	3	8.8	5	6.5	5	8.8	2	6.9	2	6.7	0	0.0	1	3.7	1	6.3	19	6.4
30 and over	4	11.8	11	14.3	7	12.3	1	3.4	1	3.3	3	12.0	1	3.7	0	0.0	28	9.5
Totals	34	100.0	77	100.1	57	100.0	29	99.9	30	99.9	25	100.0	27	99.9	16	100.2	295	100.0
Mean	24.5		24.8		24.9		24.3		24.1		24.9		23.9		23.3		24.4	
Median	23.5		24.0		24.0		24.0		24.0		24.0		24.0		22.5		23.8	

Classroom Teaching Experience

The Arkansas superintendent of 1972 began his career usually as a teacher in the public schools. Table 7 shows that only 2.7 percent of the 300 superintendents who reported said that they began their first full-time position in education in a position other than in a public school. A large majority, 71.3 percent, started as a professional person in the high school; 4.3 percent began educational work in grades 7 or 8; and 21.7 percent began their educational careers in the elementary school. None of the superintendents began their career in education in a college or university position. The typical superintendent, 75.6 percent, began his career in education with a position in the public schools at the secondary level.

TABLE 7. Grade Levels Taught by Arkansas Superintendents in Their First Full-Time Positions in Education

Grade Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-I Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Grades 1-6	8	22.9	19	24.4	13	22.8	6	18.5	7	22.6	4	16.0	5	19.2	3	18.8	65	21.7
Grades 7-8	2	5.7	2	2.6	3	5.3	1	3.1	1	3.2	0	0.0	4	15.4	0	0.0	13	4.3
Grades 9-12	23	65.7	56	71.8	37	64.9	25	78.1	23	74.2	21	84.0	17	65.4	12	75.0	214	71.3
Col. or Univ.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Vo-Tech	1	2.9	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
Others	1	2.9	1	1.3	3	5.3	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	6	2.0
Totals	36	100.1	78	100.1	57	100.1	32	100.0	31	100.0	24	100.0	26	100.0	16	100.1	300	100.0

The subjects taught by Arkansas superintendents in their first full-time positions in education are shown in Table 8. No single field of teaching can be cited as the major area for school superintendents. It appears that 16.9 percent of the responses listed elementary as the field of teaching. The largest secondary field reported was social science with 85 out of 361 responses or 23.5 percent; however, science as a field was reported 55 times with 15.2 percent, math 51 times with 14.1 percent, and physical education 45 times with 12.5 percent. Very few superintendents in Arkansas hold undergraduate majors in agriculture, foreign language, English, or business education.

TABLE 8. Subjects Taught by Arkansas Superintendents in Their First Full-Time Positions in Education

Type of Subject or Field	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Agri and Indus. Arts	4	9.4	5	5.2	5	7.5	2	5.9	0	0.0	1	3.1	0	0.0	0	0.0	17	4.7
Social Sci.	6	14.6	19	19.6	13	19.4	11	32.4	11	30.6	8	25.0	10	32.3	7	30.4	85	23.5
Science	7	17.1	12	12.4	10	14.9	2	5.9	6	16.7	7	21.9	6	19.4	5	21.7	55	15.2
Math	5	12.2	11	11.3	14	20.9	8	23.5	4	11.1	5	15.6	2	6.5	2	8.7	51	14.1
Elementary	10	24.4	17	17.5	13	19.4	6	17.6	6	16.7	2	6.3	4	12.9	3	13.0	61	16.9
Foreign Lang.	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
English	2	4.9	5	5.2	1	1.5	1	2.9	0	0.0	1	3.1	1	3.2	2	8.7	13	3.6
PE & Health	5	12.2	15	15.5	9	13.4	1	2.9	5	13.9	4	12.5	4	12.9	2	8.7	45	12.5
Bus. Educ.	1	2.4	4	4.1	1	1.5	0	0.0	0	0.0	1	3.1	0	0.0	1	4.3	8	2.2
Others	0	0.0	9	9.3	1	1.5	3	8.8	4	11.1	3	9.4	4	12.9	1	4.3	25	6.9
Totals	41	100.0	17	100.0	67	100.0	34	99.9	36	100.1	32	100.0	31	100.1	23	99.9	361	99.9

Table 9 summarizes data on the extracurricular activities directed by Arkansas superintendents in their first full-time position in education. Coaching was the most popular extracurricular activity with 50.2 percent of the responses so indicating. No activities directed were reported by 28.2 percent. A total of 14.6 percent served as class sponsor and 7.1 percent reported various activities of other kinds. Almost 72 percent of the 296 reporting directed some extracurricular activity during their first year in education.

TABLE 9. Extracurricular Activities Directed by Arkansas Superintendents in Their First Full-Time Positions in Education

Extracurricular Act.	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class Sponsor	5	13.5	17	21.0	9	16.7	2	6.1	3	9.4	4	15.4	3	10.0	2	12.5	45	14.6
Coach	15	40.5	33	40.7	23	42.6	19	57.6	20	62.5	17	65.4	18	60.0	10	62.5	155	50.2
Glee Club	1	2.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Dramatics	2	5.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	3	1.0
None	11	29.7	18	22.3	14	25.9	12	36.4	8	25.0	5	19.2	8	26.7	2	12.5	87	28.2
Others	3	8.1	4	4.9	8	14.8	0	0.0	1	3.1	0	0.0	1	3.3	1	6.3	18	5.8
Totals	37	99.9	81	99.9	54	100.0	33	100.0	32	100.0	26	100.0	20	100.0	16	100.1	309	100.1

Length of service as a classroom teacher prior to entering administration or supervision for Arkansas superintendents is shown in Table 10. A total of 294 of the 305 reporting superintendents completed this question. Only 2.0 percent of the reporting superintendents had no experience as a teacher prior to entering administration or supervision, while 5.1 percent had over 15 years of teaching experience. There was no major difference in average experience as a teacher found for superintendents in different sizes of school districts. The mean years of teaching experience for the total group prior to entering administration or supervision was 5.7 years and the median was 5.4 years. Thus, it can be seen that an overwhelming percent of beginning superintendents had experience as a teacher and that this experience was between 5 and 6 years.

TABLE 10. Length of Service as Classroom Teacher Prior to Entering Administration or Supervision of Arkansas Superintendents

Length of Service	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	0	0.0	1	1.4	2	3.6	0	0.0	0	0.0	1	4.0	2	7.7	0	0.0	6	2.0
1 year	3	8.6	6	8.1	2	3.6	0	0.0	2	6.5	0	0.0	2	7.7	0	0.0	15	5.1
2-3 years	4	11.4	13	17.6	6	10.7	9	28.1	7	22.6	7	28.0	7	26.9	5	33.3	58	19.7
4-5 years	4	11.4	18	24.3	9	16.1	10	31.3	9	29.0	8	32.0	7	26.9	3	20.0	68	23.1
6-7 years	14	40.0	12	16.2	12	21.4	5	15.6	2	6.5	6	24.0	2	7.7	2	13.3	55	18.7
8-9 years	2	5.7	10	13.5	9	16.1	3	9.4	3	9.7	1	4.0	3	11.5	3	20.0	34	11.6

TABLE 10. Continued

Length of Service	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
10-11 years	3	8.6	4	5.4	7	12.5	1	3.1	3	9.7	0	0.0	0	0.0	0	0.0	18	6.1
12-13 years	2	5.7	3	4.1	4	7.1	2	6.3	2	6.5	2	8.0	1	3.8	1	6.7	17	5.8
14-15 years	1	2.9	2	2.7	0	0.0	2	6.3	1	3.2	0	0.0	2	7.7	0	0.0	8	2.7
Over 15 years	2	5.7	5	6.8	5	8.9	0	0.0	2	6.5	0	0.0	0	0.0	1	6.7	15	5.1
Totals	35	100.0	74	100.1	56	100.0	32	100.1	31	100.2	25	100.0	26	99.9	15	100.0	294	99.9
Mean	7.0		6.9		7.7		5.9		6.8		5.0		5.2		6.2		5.7	
Median	6.0		5.5		7.0		5.0		5.0		5.0		5.0		5.0		5.4	

ENTRY INTO ADMINISTRATION OR SUPERVISION

Age

Table 11 shows that the typical Arkansas superintendent moved into his first administrative or supervisory position about 5.5 years after beginning his career in education. (See Tables 6 and 10) The mean age of entry into his first administrative or supervisory position was 29.8 years and his median age was 28.7 years.

Only 4.8 percent of the superintendents received their first appointment to a supervisory or administrative position at age 23 or younger; only 19.3 percent started their administrative or supervisory careers at age 35 or older. A total of 43.3 percent of the superintendents began their administrative or supervisory careers between the ages of 25-29 years. The next largest group--26.0 percent--began such careers between the ages of 30-34 years. So it can be seen that over 4 out of 5 superintendents started their administrative or supervisory careers before they were 35 years of age.

Table 12 is somewhat a continuation of Table 11. Table 12 shows the age of Arkansas superintendents at entering their second administrative or supervisory position. From this table it can be seen that the mean age

in years was 34.0 when entering the second position in education other than classroom teacher; the median age in years was 33.8. A comparison by size of school district seemed to reveal no major differences in ages. It appears that the typical Arkansas superintendent entered his second position in administration or supervision between four and five years after his first appointment.

TABLE 11. Age of Arkansas Superintendents Entering First Administrative or Supervisory Position

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21 yrs. or less	0	0.0	0	0.0	1	2.0	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0	2	0.8
22 years	0	0.0	0	0.0	1	2.0	2	7.4	0	0.0	0	0.0	0	0.0	2	12.5	5	2.0
23 years	0	0.0	2	3.3	0	0.0	1	3.7	0	0.0	0	0.0	2	8.7	0	0.0	5	2.0
24 years	4	14.8	3	5.0	3	6.1	0	0.0	1	3.6	3	12.5	3	13.0	0	0.0	17	6.7
25-29 years	9	33.3	28	46.7	17	34.7	12	44.4	12	42.9	13	54.2	12	52.2	7	43.8	110	43.3
30-34 years	9	33.3	15	25.0	14	28.6	7	25.9	8	28.6	6	25.0	3	13.0	4	25.0	66	26.0
35-39 years	3	11.1	8	13.3	8	16.3	5	18.5	5	17.9	2	8.3	3	13.0	2	12.5	36	14.2
40 and over	2	7.4	4	6.7	5	10.2	0	0.0	1	3.6	0	0.0	0	0.0	1	6.3	13	5.1
Totals	27	99.9	60	100.0	49	99.9	27	99.5	28	100.2	24	100.0	23	99.9	16	100.1	254	100.1
Mean (years)	30.9		31.3		31.0		29.4		30.3		28.8		27.9		29.5		29.8	
Median (years)	30.0		29.9		30.0		28.0		29.5		28.0		27.0		28.0		28.7	

TABLE 12. Age at Entering Second Administrative or Supervisory Position of Arkansas Superintendents

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21 yrs. or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
22 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
23 years	0	0.0	0	0.0	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.6
24 years	0	0.0	0	0.0	0	0.0	2	9.1	1	4.8	0	0.0	0	0.0	2	13.3	5	2.9
25-29 years	5	29.4	10	30.3	7	21.2	4	18.2	1	4.8	1	8.3	6	30.0	2	13.3	36	20.8
30-34 years	3	17.6	7	21.2	6	18.2	13	59.1	11	52.4	5	41.7	8	40.0	3	20.0	56	32.4
35-39 years	6	35.3	9	27.3	6	18.2	3	13.6	6	28.6	5	41.7	3	15.0	5	33.3	43	24.9
40 and over	3	17.6	7	21.2	13	39.4	0	0.0	2	9.5	1	8.3	3	15.0	3	20.0	32	18.5
Totals	17	99.9	33	100.0	33	100.0	22	100.0	21	100.1	12	100.0	20	100.0	15	99.9	173	100.1
Mean (years)	34.4		34.3		36.6		31.5		33.2		34.2		32.5		35.1		34.0	
Median (years)	35.0		33.0		38.0		31.5		33.0		34.0		31.0		35.0		33.8	

Nature of First Administrative or Supervisory Position

The first administrative position of Arkansas superintendents was most likely to be the principalship. Seventy-eight percent of the 285 superintendents responding to this question indicated that their first administrative position was the principalship. Table 13 points out that the principalship is the major point of entry into the superintendency regardless of the size of the school district. The positions of assistant superintendent, director of guidance, supervisor of instruction, director of secondary education, director of elementary education, and others served as the first administrative positions for 22 percent of the Arkansas superintendents.

TABLE 13. Nature of First Administrative or Supervisory Position of Arkansas Superintendents

Type of Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ass't Principal	0	0.0	3	4.2	1	1.8	1	3.3	1	3.4	1	4.0	2	7.7	1	6.3	10	4.0
Principal	21	67.7	45	62.5	44	78.6	24	80.0	24	82.8	18	73.0	22	84.6	12	75.0	210	74.0
Supervisor	0	0.0	1	1.4	0	0.0	1	3.3	0	0.0	1	4.0	0	0.0	1	6.3	4	1.0
Director	0	0.0	0	0.0	2	3.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.5
Ass't Supt	1	3.2	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	3	1.0
Other	9	29.0	22	30.6	9	16.1	4	13.3	4	13.8	5	20.0	2	7.7	1	6.3	56	19.0
Totals	31	99.9	72	100.1	56	100.1	30	99.9	29	100.0	25	101.0	26	100.0	16	100.2	285	99.5

POSITIONS HELD IN EDUCATION

The various types of educational positions held by superintendents appears in Table 14. It is apparent that the two prior positions most likely to have been occupied by a superintendent of schools are classroom teacher and principal. Of the 276 responding, 100 percent reported that they were classroom teachers. Of the 276, 206 reported that they had also

been principals. Only 4 percent reported that they were assistant principals or supervisors prior to becoming superintendents. There was no deviation by size of school district as related to the educational position held prior to the superintendency.

TABLE 14. Types of Educational Positions Held by Arkansas Superintendents

Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class Teacher	32	51.6	72	58.1	53	50.0	30	32.6	29	47.5	24	50.0	22	43.1	14	36.8	275	47.4
Ass't Principal	0	0.0	3	2.5	1	0.9	2	2.2	1	1.6	1	2.1	2	3.9	1	2.6	11	1.9
Principal	20	32.3	39	31.5	42	39.6	25	27.2	27	44.3	18	37.5	22	43.1	13	34.2	206	35.4
Supv. or Consu.	1	1.6	2	1.6	1	0.9	1	1.1	0	0.0	1	2.1	1	2.0	4	10.5	11	1.9
Director	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.1	2	3.9	2	5.3	5	0.9
Ass't Supt.	1	1.6	1	0.8	3	2.8	7	7.6	1	1.6	2	4.2	1	2.0	2	5.3	18	3.1
Assoc. Supt.	2	3.2	2	1.6	1	0.9	0	0.0	1	1.6	0	0.0	1	2.0	0	0.0	7	1.2
Other	6	9.7	5	4.0	5	4.7	27	29.3	2	3.3	1	2.1	0	0.0	2	5.3	48	8.2
Totals	62	100.0	124	100.1	106	99.8	92	100.1	61	99.9	48	100.1	51	100.0	38	100.0	582	100.0

The various combinations of educational experiences other than the superintendency are summarized in Table 15. The number of superintendents who served as teachers was 20.5 percent. The career line most often followed was from teacher to principal to superintendent; 53.4 percent followed this pattern. Comparatively few served as principals only (4.6 percent) and still fewer came from the central office to become superintendent (0.3 percent).

TABLE 15. Combinations of Educational Experience Other than the Superintendency of Arkansas Superintendents

	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher only	11	31.4	25	31.3	12	20.0	2	6.3	4	12.9	6	23.1	3	11.1	0	0.0	63	20.5
Principal only	1	2.9	1	1.3	3	5.0	0	0.0	2	6.5	2	7.7	4	14.8	1	6.3	14	4.6
Cent. Office only	0	0.0	0	0.0	0	0.0	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Teac. & Princ.	13	37.1	37	46.3	37	61.7	23	71.9	21	67.7	14	53.8	14	51.9	5	31.3	164	53.4
Teac. & C. O.	3	8.6	3	3.8	3	5.0	3	9.4	0	0.0	2	7.7	1	3.7	2	12.5	17	5.5

TABLE 15. Continued

Educational Experience	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Princ. & C.O.	1	2.9	1	1.3	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	4	1.3
Teach., Pri. & C.C.	5	14.3	6	7.5	3	5.0	3	9.4	4	12.9	2	7.7	4	14.8	7	43.8	34	11.1
No Answer	1	2.9	7	8.6	1	1.7	0	0.0	0	0.0	0	0.0	1	3.7	0	0.0	10	3.3
Totals	35	100.1	80	100.1	60	100.1	32	100.1	31	100.0	26	100.0	27	100.0	16	100.2	307	100.0

NON-EDUCATIONAL POSTS

Data on post-college non-educational positions held by superintendents for one year or longer are presented in Table 16. Over one-half (53 percent) reported no non-educational employment. A total of 25.3 percent of the responses showed military service. Business or other experiences were reported by only 21.7 percent.

Table 16 also shows the salary in non-educational positions as compared to that of the next educational position. Of the 123 persons who reported this item, 42.3 percent received more salary in non-educational work and 42.3 percent received less pay. The remaining 15.4 percent received essentially the same salary.

TABLE 16. Post-College Non-Educational Positions Held by Arkansas Superintendents for One Year or Longer With Salary Comparisons

Non-Educational Experience	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	17	48.6	50	63.3	32	54.2	17	51.5	11	44.0	12	50.0	15	55.6	5	27.8	159	53.0
Military	7	20.0	9	11.4	14	23.7	12	36.4	6	24.0	11	45.8	8	29.6	9	50.0	76	25.3
Business	8	22.9	14	17.7	8	13.6	3	9.1	7	28.0	0	0.0	1	3.7	3	16.7	44	14.7
Other	3	8.6	6	7.6	5	8.5	1	3.0	1	4.0	1	4.2	3	11.1	1	5.6	21	7.0
Totals	35	100.1	79	100.0	59	100.0	33	100.0	25	100.0	24	100.0	27	100.0	18	100.1	300	100.0

TABLE 16. Continued--Salary Earned in Non-Educational Experience

Comparison	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Equal to next Educ. Position	2	12.5	3	12.5	4	18.2	0	0.0	5	45.5	1	9.1	1	7.7	3	25.0	19	15.4
Less than next Educ. Position	5	31.3	8	33.3	9	40.9	11	78.6	1	9.1	6	54.5	8	61.5	4	33.3	52	42.3
More than next Educ. Position	9	56.2	13	54.2	9	40.9	3	21.4	5	45.5	4	36.4	4	30.8	5	41.7	52	42.3
Totals	16	100.0	24	100.0	22	100.0	14	100.0	11	100.1	11	100.0	13	100.0	12	100.0	123	100.0

ENTRY INTO THE SUPERINTENDENCY

Age

For the practicing Arkansas superintendent, the first appointment to a superintendency came approximately five years after appointment to the first administrative position or approximately eleven years after entry into an educational career. Table 17 reveals the median age at time of first appointment was 35.8 and the mean age 35.2. The mean and median age of superintendents in school districts of 4000 and more pupils is three to six years older than the mean and median ages of superintendents in school districts of 0-249 pupils. Apparently superintendents of larger school districts entered into their first superintendency at an older age. One superintendent reported he obtained his first superintendency before his twentieth birthday while two superintendents indicated they entered the position for the first time at an age above 55 years. The modal period is the ten-year span from age 30 to age 39 when over one-half or 55 percent of the Arkansas superintendents were employed in their initial superintendency.

Table 18 shows the period between appointment to the first superintendency and movement to a second and third superintendency. The

average period of movement from first to second appointment is 2.8 years and the average period of movement from second to third is 2.7 years. The small number of superintendents (55) reporting a third move agrees with the basic information found in Table 31 relating to mobility. Essentially, Arkansas superintendents are not highly mobile professionals.

TABLE 17. Age of Appointment to First Superintendency of Arkansas Superintendents

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 20 years	0	0.0	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
20-24 years	0	0.0	0	0.0	1	1.8	2	6.5	0	0.0	0	0.0	0	0.0	1	6.3	4	1.4
25-29 years	8	25.0	25	34.7	5	8.8	4	12.9	3	9.7	5	21.7	1	3.7	3	18.8	54	18.7
30-34 years	7	21.9	20	27.8	18	31.6	14	45.2	11	35.5	6	26.1	9	33.3	0	0.0	85	29.4
35-39 years	9	28.1	15	20.8	12	21.1	10	32.3	7	22.6	8	34.8	11	40.7	4	25.0	76	26.3
40-44 years	3	9.4	7	9.7	13	22.8	1	3.2	7	22.6	3	13.0	4	14.8	3	18.8	41	14.1
45-49 years	2	6.3	3	4.2	5	8.8	0	0.0	3	9.7	1	4.3	2	7.4	3	18.8	19	6.6
50-54 years	2	6.3	1	1.4	2	3.5	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	7	2.4
55 yrs. & over	1	3.1	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
Totals	32	100.1	72	100.0	57	100.1	31	100.1	31	100.1	23	99.9	27	99.9	16	100.1	289	99.9
Mean (years)	36		33		37		33		36		34		36		39		35.2	
Median (years)	35		33		36		34		36		35		37		41		35.8	

TABLE 18. Median Ages at Appointment to First, Second, and Third Superintendency of Arkansas Superintendents

Category	Median Appointment Age in Years for First Position	Second Position	Increase Over First	Third Position	Increase Over Second
A	35.0	37.0	2.0	43.0	6.0
B	33.2	38.5	5.3	39.5	1.0
C	36.0	41.0	5.1	40.0	0.0
D	34.0	36.0	2.0	38.0	2.0
E	36.0	40.5	4.5	43.0	2.5
F	35.0	36.0	1.0	40.0	4.0
G	37.0	38.0	1.0	43.0	5.0
H	40.5	37.0	0.0	39.0	2.0
Mean Age	35.2	38.0	2.8	40.7	2.7
Number Reporting	289	126		55	

Length of Service

Tables 19 and 20 present data on the length of service of Arkansas superintendents in their first through sixth superintendencies. Table 19 shows that superintendents in the smallest school districts (0-249) tended to stay a shorter time in their first superintendency than did the superintendents from all other school districts. The mean was 7.2 years and the median was 5.1 years for the number of years in the first superintendency. Considering the mean data in Table 20 it can be summarized that the typical superintendent has spent about 5.5 years in each school district served. Median time spent in each school district as superintendent was about 4.6 years.

TABLE 19. Number of Years in First Superintendency of Arkansas Superintendents

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 year	7	23.3	8	11.9	4	7.7	2	7.4	1	3.7	2	8.3	2	8.7	2	15.4	28	10.6
2-3 years	11	36.7	20	29.9	15	28.8	11	40.7	7	25.9	4	16.7	8	34.8	3	23.1	79	30.0
4-5 years	1	3.3	6	9.0	7	13.5	6	22.2	5	18.5	3	12.5	2	8.7	1	7.7	31	11.8
6-7 years	3	10.0	7	10.4	6	11.5	3	11.1	3	11.1	4	16.7	4	17.4	1	7.7	31	11.8
8-9 years	5	16.7	8	11.9	6	11.5	3	11.1	2	7.4	4	16.7	5	21.7	1	7.7	34	12.9
10-11 years	2	6.7	5	7.5	1	1.9	0	0.0	1	3.7	2	8.3	1	4.3	1	7.7	13	4.9
12-13 years	1	3.3	4	6.0	7	13.5	0	0.0	1	3.7	1	4.2	0	0.0	2	15.4	16	6.1
14-15 years	0	0.0	4	6.0	2	3.8	0	0.0	1	3.7	1	4.2	0	0.0	1	7.7	9	3.4
16-17 years	0	0.0	0	0.0	2	3.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.8
18-19 years	0	0.0	1	1.5	0	0.0	0	0.0	3	11.1	1	4.2	0	0.0	0	0.0	5	1.9
20 or more years	0	0.0	4	6.0	2	3.8	2	7.4	3	11.1	2	8.3	1	4.3	1	7.7	15	5.7
Totals	30	100.0	67	100.1	52	99.8	27	99.9	27	99.9	24	100.1	23	99.9	13	100.1	263	99.9
Mean (years)	4.5		6.9		8.1		6.2		8.7		8.9		6.0		8.6		7.2	
Median (years)	3.0		5.0		5.5		4.0		6.0		6.5		5.0		6.0		5.1	

TABLE 20. Mean and Median Years Spent in First Through Sixth Superintendency of Arkansas Superintendents

Group	Mean Years Spent In Each Superintendency						Median Years Spent In Each Superintendency					
	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd	4th	5th	6th
A (0-249)	4.5	5.2	2.6	3.0	4.0	12.0	3.0	4.5	2.0	3.0	4.0	12.0
B (250-499)	6.9	5.8	6.9	3.0	4.0	0.0	5.0	4.0	5.0	3.0	4.0	0.0
C (500-749)	8.1	5.3	6.6	4.8	5.0	6.0	5.5	3.5	4.0	4.0	5.0	6.0

TABLE 20. Continued

Group	Mean Years Spent In Each Superintendency						Median Years Spent In Each Superintendency					
	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd	4th	5th	6th
D (750-999)	6.2	4.1	4.6	3.7	3.7	2.5	4.0	3.0	4.0	2.0	5.0	2.5
E (1000-1499)	8.7	5.5	8.0	3.0	1.0	0.2	6.0	3.0	2.5	9.0	1.0	0.0
F (1500-1999)	8.9	4.1	9.7	5.5	13.5	7.0	6.5	3.5	6.5	5.5	13.5	7.0
G (2000-3999)	6.0	7.9	5.7	8.8	0.0	0.0	5.0	7.0	6.0	9.0	0.0	0.0
H (4000-Over)	8.6	6.4	3.7	3.0	11.0	0.0	6.0	6.0	4.0	3.0	11.0	0.0
Totals (A-H)	7.2	5.5	6.0	5.1	5.3	3.4	5.1	4.3	4.3	4.8	5.4	3.4
Number Reporting	263	116	55	21	12	5	263	116	55	21	12	5

The 1972 superintendents in Arkansas had spent an average of 11.4 years in total service as a superintendent of a school district. Table 21 indicates that the mean years of service was least for superintendents in the smallest school districts (A = 0-249), with 6.5 years service, and greatest in the third largest school districts (F = 1500-1999) with 14.9 years. Median years service in the superintendency was found to be 8.8 years.

TABLE 21. Arkansas Superintendents' Total Length of Service as a Superintendent

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 year	6	17.6	6	7.7	2	3.5	2	6.3	2	6.5	2	7.7	1	3.8	1	6.3	22	7.3
2-3 years	11	32.4	15	19.2	10	17.5	4	12.5	4	12.9	2	7.7	4	15.4	3	18.8	53	17.7
4-5 years	1	2.9	4	5.1	7	12.3	2	6.3	3	9.7	2	7.7	1	3.8	1	6.3	21	7.0
6-7 years	4	11.8	12	15.4	4	7.0	8	25.0	5	16.1	4	15.4	3	11.5	1	6.3	41	13.7
8-9 years	4	11.8	6	7.7	5	8.8	3	9.4	2	6.5	3	11.5	4	15.4	0	0.0	27	9.0
10-11 years	3	8.8	9	11.5	3	5.3	3	9.4	2	6.5	1	3.8	1	3.8	2	12.5	24	8.0
12-13 years	2	5.9	4	5.1	7	12.3	1	3.1	2	6.5	1	3.8	1	3.8	4	25.0	22	7.3
14-15 years	0	0.0	8	10.3	6	10.5	1	3.1	0	0.0	1	3.8	0	0.0	1	6.3	17	5.7
16-17 years	1	2.9	2	2.6	4	7.0	2	6.3	0	0.0	2	7.7	1	3.8	0	0.0	12	4.0
18-19 years	0	0.0	2	2.6	1	1.8	1	3.1	3	9.7	1	3.8	2	7.7	1	6.3	11	3.7
20 or more years	2	5.9	10	12.8	8	14.0	5	15.6	8	25.8	7	26.9	8	30.8	2	12.5	50	16.7
Totals	34	100.0	78	100.0	57	100.0	32	100.1	31	100.2	26	99.8	26	99.8	16	100.3	300	100.0
Mean (years)	6.5		10.0		10.9		10.8		12.6		14.9		13.3		12.1		11.4	
Median (years)	3.5		9.0		10.0		7.5		9.0		10.0		10.0		11.0		8.8	

Table 22 shows the length of service in the present superintendency for Arkansas superintendents in 1972. A total of 299 superintendents responded to this item on the questionnaire. The median length of service was found to be approximately 5.5 years. A total of 13 percent were serving their first year as a superintendent while 7.3 percent had served over twenty years. As a group, superintendents in larger school districts have more years of service in their present superintendency than superintendents in smaller school districts.

TABLE 22. Arkansas Superintendents' Length of Service in Present Superintendency

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 year	8	22.9	9	11.7	7	12.1	4	12.9	3	9.7	4	15.4	1	4.0	3	18.8	39	13.0
2 years	6	17.1	14	18.2	6	10.3	5	16.1	3	9.7	2	7.7	1	4.0	1	6.3	38	12.7
3 years	7	20.0	6	7.8	8	13.8	6	19.4	5	16.1	2	7.7	4	16.0	3	18.8	41	13.7
4 years	2	5.7	4	5.2	7	12.1	3	9.7	2	6.5	4	15.4	3	12.0	1	6.3	26	8.7
5 years	1	2.9	5	6.5	2	3.4	1	3.2	3	9.7	0	0.0	0	0.0	0	0.0	12	4.0
6-10 years	8	22.9	22	28.6	14	24.1	7	22.6	4	12.9	7	26.9	13	52.0	2	12.5	77	25.7
11-15 years	3	8.6	9	11.7	8	13.8	2	6.5	1	3.2	2	7.7	1	4.0	4	25.0	30	10.0
16-20 years	0	0.0	3	3.9	3	5.2	1	3.2	4	12.9	1	3.8	1	4.0	1	6.3	14	4.6
21 or more years	0	0.0	5	6.5	3	5.2	2	6.5	6	19.4	4	15.4	1	4.0	1	6.3	22	7.3
Totals	35	100.1	77	100.1	58	100.0	31	100.1	31	100.1	26	100.1	25	100.0	16	100.3	299	99.7

Position Held Prior to Appointment to Present Superintendency

The position held prior to appointment to present superintendency is reported in Table 23. Table 23 shows that of the 281 responding, 224 or 79.7 percent were principals prior to appointment as superintendents. Those who held other superintendencies prior to the present appointment numbered 38 of the 281 responding or 13.5 percent. There was not a great variation found between size of school district and the prior position held by present Arkansas superintendents.

TABLE 23. Position Held Prior to Appointment to Present Superintendency by Arkansas Superintendents

Type of Position	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Asst. Princ.	0	0.0	3	5.8	1	1.7	1	3.1	1	3.0	1	3.6	2	6.9	1	6.3	10	3.6
Principal	21	67.7	45	86.5	47	78.3	26	81.3	28	84.8	20	71.4	25	86.2	12	75.0	224	79.7
Supervisor	0	0.0	1	1.9	0	0.0	1	3.1	0	0	1	3.6	0	0.0	1	6.3	4	1.4
Director	0	0.0	0	0.0	2	3.3	0	0.0	0		0	0.0	0	0.0	0	0.0	2	0.7
Asst. Supt.	1	3.2	1	1.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	3	1.1
Other, Supt.	9	29.0	2	3.8	10	16.7	4	12.5	4	12.1	6	21.4	2	6.9	1	6.3	38	13.5
Totals	31	99.9	52	99.9	60	100.0	32	100.0	33	99.9	28	100.0	29	100.0	16	100.2	281	100.0

Enrollment Patterns

Data in Table 24 show that 95.8 percent of Arkansas superintendents began their careers as superintendents in school districts of less than 3,000 enrollment. Only 12 superintendents or 4.1 percent began their careers as superintendents in school districts of 3,000 or more enrollment. All of the 16 superintendents now in school districts of 4,000 or over in enrollment began as superintendents in school districts with an average enrollment of 4,200.

TABLE 24. District Enrollment in First Superintendency of Arkansas Superintendents

Enrollment	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 300	24	80.0	21	28.4	6	10.3	1	3.1	2	6.7	2	9.1	0	0.0	1	6.3	57	19.7
300-2999	6	20.0	53	71.6	52	89.7	31	96.9	28	93.3	20	90.9	24	88.9	6	37.5	220	76.1
3000-4999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	11.1	1	6.3	4	1.4
5000-9999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	43.8	7	2.4
10000-24999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	1	0.3
25000-49999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
50000-99999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	30	100.0	74	100.0	58	100.0	32	100.0	30	100.0	22	100.0	27	100.0	16	100.2	289	99.9
Mean	220		350		520		650		880		1000		1760		4200		1198	
Median	200		300		500		600		1000		1100		1600		4600		1238	

Table 25, reporting school district enrollments at the time of appointment to the first, second, third, and fourth superintendency, indicates that superintendents do not seem to move from school districts of smaller enrollments to those with larger enrollments. When the mean enrollments are considered, only the superintendents from school districts of 2000 or more (categories G & H) advanced to much larger school districts from their first to fourth superintendency. This same fact is noted when median enrollments are considered.

TABLE 25. District Enrollment in First, Second, Third, and Fourth Superintendency of Arkansas Superintendents

Group	Mean Enrollment Start Each Superintendency							Median Enrollment Start Each Superintendency						
	First	Second		Third		Fourth		First	Second		Third		Fourth	
	No.	No.	Increase Over 1st	No.	Increase Over 2nd	No.	Increase Over 3rd	No.	No.	Increase Over 1st	No.	Increase Over 2nd	No.	Increase Over 3rd
A (0-249)	220	680	460	210	-470	250	- 40	200	300	100	200	-100	250	50
B (250-499)	350	370	20	450	80	350	-100	300	300	0	400	100	350	- 50
C (500-749)	520	510	- 10	640	130	780	140	500	500	0	600	100	600	0
D (750-999)	650	710	60	660	- 50	730	70	600	800	200	700	-100	450	-250
E (1000-1499)	880	1230	350	1000	-230	1150	150	1000	1250	250	1100	-150	1150	50
F (1500-1999)	1000	1180	180	920	-260	600	-320	1100	1350	250	1000	-350	600	-400
G (2000-3999)	1760	1850	90	2180	330	2830	650	1600	1800	200	2100	300	2500	400
H (4000-Over)	4200	3370	830	5300	1930	7500	2300	4600	1900	-2700	5300	3400	7500	2200
No. Responding	289	118		54		21		289	118		54		21	

Salaries

Table 26 presents the starting salaries in the first superintendency for Arkansas superintendents. It should be noted that some of these superintendents may have started their careers as superintendents over 25 years ago and some began this year. The mean starting salary of superintendents for categories A-H increases, with one exception, as the school district enrollment increases. Thus, larger school districts paid higher beginning salaries. The median starting salary in the first superintendency was

$6,763 and the mean was $6,863. A total of 234 out of 280 (83.5 percent) of the reporting superintendents started at a salary of less than $10,000 and only 8 superintendents or 2.9 percent began at a salary of $15,000 or more.

TABLE 26. Starting Salary of Arkansas Superintendents in First Superintendency

Salary Range in Dollars	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 5,000	9	30.0	23	31.5	16	29.6	9	29.0	10	33.3	8	34.8	10	40.0	3	21.4	88	31.4
5,000-9,999	21	70.0	40	54.8	31	57.4	17	54.8	15	50.0	10	43.5	6	24.0	6	42.9	146	52.1
10,000-14,999	0	0.0	10	13.7	7	13.0	5	16.1	5	16.7	2	8.7	8	32.0	1	7.1	38	13.6
15,000-19,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	13.0	1	4.0	3	21.4	7	2.5
20,000-24,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.1	1	0.4
Totals	30	100.0	73	100.0	54	100.0	31	99.9	30	100.0	23	100.0	25	100.0	14	99.9	280	100.0
Mean	5800		5900		6300		6500		6300		6600		7600		9900		6863	
Median	6000		6000		6000		7100		6500		6000		8000		8500		6763	

Table 27 shows the mean and median salaries in the first, second, third, and fourth superintendency for Arkansas superintendents. The difference between the mean starting salaries in the first and fourth superintendencies was $2,175. The difference between the median starting salaries in the first and fourth salaries was $2,362. The mean salary gain for all superintendents was $1,025 for the second superintendency, but only $300 for the third, and $850 for the fourth superintendency. Median salary gains were steady at about $800 for the second, third, and fourth moves.

The median starting salary as reported in Table 28 for the current superintendency was $9,875 and the mean was $9,450. Over 60 percent of the Arkansas superintendents began their present position at less than $10,000; while 5.9 percent began at $15,000 or more. One superintendent

began his present job at a salary of $20,000 or more and 10 superintendents began their present jobs at under $5,000. It should be noted that only 85 of the 305 reporting superintendents answered this item. Also, low beginning salaries may have been paid to superintendents who now have many years of service in their present position.

TABLE 27. Mean and Median Salaries of Arkansas Superintendents in First, Second, Third, and Fourth Superintendency

Group	Mean Starting Salaries Paid In Each Superintendency						
	First	Second		Third		Fourth	
	Amount	Amount	Increase	Amount	Increase	Amount	Increase
A (0-249)	5,800	6,700	900	7,400	700	6,000	-1,400
B (250-499)	5,900	6,600	700	7,700	1,100	8,000	300
C (500-749)	6,300	6,900	600	6,500	- 400	9,000	2,500
D (750-999)	6,500	7,800	1,300	5,600	-2,200	6,300	700
E (1000-1499)	6,300	9,000	2,700	10,000	1,000	6,000	-4,000
F (1500-1999)	6,600	7,100	500	6,000	-1,100	5,000	-1,000
G (2000-3999)	7,600	7,300	- 300	10,300	3,000	12,000	1,700
H (4000-Over)	9,900	10,700	800	12,000	1,300	19,000	7,000
Mean	6,863	7,888	1,025	8,188	300	9,038	850
No. Responding	280	118		51		20	

Group	Median Starting Salaries Paid In Each Superintendency						
	First	Second		Third		Fourth	
	Amount	Amount	Increase	Amount	Increase	Amount	Increase
A (0-249)	6,000	6,500	500	8,000	1,500	6,000	-2,000
B (250-499)	6,000	7,000	1,000	7,000	-0-	9,000	2,000
C (500-749)	6,000	6,000	-0-	6,500	500	9,000	2,500
D (750-999)	7,100	7,500	400	5,000	-2,500	7,000	2,000
E (1000-1499)	6,500	10,500	4,000	12,000	1,500	6,000	-6,000
F (1500-1999)	6,000	6,000	-0-	5,000	-1,000	5,000	-0-
G (2000-3999)	8,000	6,000	-2,000	11,000	5,000	12,000	1,000
H (4000-Over)	8,500	11,000	2,500	12,000	1,000	19,000	7,000
Median	6,763	7,563	800	8,313	750	9,125	812
No. Responding	280	118		51		20	

TABLE 28. Starting Salary of Arkansas Superintendents in Current Superintendency

Salary Range In Dollars	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 5,000	1	10.0	0	0.0	3	20.0	2	16.7	0	0.0	4	36.9	0	0.0	0	0.0	10	11.8
5,000-9,999	8	80.0	9	60.0	10	66.7	3	25.0	4	50.0	4	36.9	2	20.0	1	25.0	41	48.3
10,000-14,999	1	10.0	6	40.0	2	13.0	7	58.3	3	37.5	3	27.3	7	70.0	0	0.0	29	34.1
15,000-19,999	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0	1	10.0	2	50.0	4	4.7
20,000-24,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	1	1.2
Totals	10	100.0	15	100.0	15	100.0	12	100.0	8	100.0	11	100.1	10	100.0	4	100.0	85	100.1
Mean	6,600		8,600		6,900		8,600		10,000		6,900		11,700		16,300		9,450	
Median	6,500		9,000		7,000		10,000		9,500		8,000		12,000		17,000		9,875	

Table 29 lists current annual salaries for Arkansas superintendents in 1972. A total of 206 superintendents answered this question. The mean salary for all categories (A-H) was $12,600 and the median salary was $12,250. Mean and median salaries increased as the size of enrollment in school districts increased. The mean salary for superintendents in the smallest sized school districts (category A) was $8,600, while the mean salary in the largest school districts (category H) was $19,800. No superintendent had a salary of under $5,000. One superintendent reported a salary of $30,000 or more. Eighty-one percent of the 1972 Arkansas superintendents earn less than $15,000 in salary.

TABLE 29. Current Annual Salaries of Arkansas Superintendents, 1972

Salary Range In Dollars	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 5,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
5,000-9,999	23	82.1	18	39.1	9	24.3	2	9.5	0	0.0	1	5.3	0	0.0	0	0.0	53	25.7
10,000-14,999	5	17.9	28	60.9	27	73.0	16	76.2	21	91.3	10	52.6	7	33.3	0	0.0	114	55.3
15,000-19,999	0	0.0	0	0.0	1	2.7	3	14.3	2	8.7	8	42.1	14	66.7	6	54.5	34	16.5
20,000-24,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	36.4	4	2.0
25,000-29,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
30,000-34,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	1	0.5
Totals	28	100.0	46	100.0	37	100.0	21	100.0	23	100.0	19	100.0	21	100.0	11	100.0	206	100.0
Mean	8,600		9,800		10,400		11,500		12,300		13,000		15,400		19,800		12,600	
Median	8,000		10,000		10,000		11,000		12,000		13,000		15,000		19,000		12,250	

MOBILITY OF SUPERINTENDENTS

Arkansas superintendents are not highly mobile professionals. Of the 290 superintendents responding to the number of school districts in which they have served, 61 percent stated that they have been employed in one district, 22 percent stated they held superintendent positions in two districts, and 10 percent stated they held superintendent positions in three districts. An analysis of Tables 30 and 31 reveals that there is no particular difference in the mobility patterns of superintendents in large school districts as opposed to superintendents of small school districts. Only 7 percent of the Arkansas superintendents stated they have served as superintendents in more than three districts.

TABLE 30. Number of School Districts Arkansas Superintendents Have Served as Superintendent

Number of Districts	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One District	24	70.6	48	64.9	35	61.4	16	51.6	17	58.6	13	54.2	15	60.0	9	56.3	177	61.0
Two Districts	3	8.8	16	21.6	14	24.6	9	29.0	8	27.6	7	29.2	3	12.0	4	25.0	64	22.1
Three Districts	5	14.7	6	8.1	4	7.0	3	9.7	3	10.3	3	12.5	4	16.0	1	6.3	29	10.0
Four Districts	0	0.0	3	4.1	3	5.3	0	0.0	1	3.4	0	0.0	3	12.0	1	6.3	11	3.8
Five Districts	1	2.9	1	1.4	1	1.8	1	3.2	0	0.0	1	4.2	0	0.0	1	6.3	6	2.1
Six or More	1	2.9	0	0.0	0	0.0	2	6.5	0	0.0	0	0.0	0	0.0	0	0.0	3	1.0
Totals	34	99.9	74	100.1	57	100.1	31	100.0	29	99.9	24	100.1	25	100.0	16	100.2	290	100.0
Mean	1.6		1.6		1.6		2.0		1.6		1.7		1.8		1.8			

TABLE 31. Mobility of Arkansas Superintendents

Number of Systems Served	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Movement within 1 system only	8	23.5	28	36.4	25	43.9	7	21.9	16	51.6	9	34.6	11	44.0	7	43.8	111	37.2
Positions in more than 1 system	26	76.5	49	63.6	32	56.1	25	78.1	15	48.4	17	65.4	14	56.0	9	56.3	187	62.8
Totals	34	100.0	77	100.0	57	100.0	32	100.0	31	100.0	26	100.0	25	100.0	16	100.1	298	100.0

Table 32 shows the number of states in which Arkansas superintendents have served, including the State of Arkansas. A total of 296 superintendents of the 305 reporting answered this question. Almost all or 98 percent have served only in Arkansas, while 2 percent have served in one other state than Arkansas. No Arkansas superintendent of the reporting group had served in a total of three or more states. Thus, it can be seen that the superintendents of Arkansas in 1972 have been employed as superintendents in Arkansas only.

TABLE 32. Number of States in Which Arkansas Superintendents Have Served as Superintendents

Number of States	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One State	32	97.0	77	100.0	57	100.0	30	96.8	31	100.0	25	100.0	25	96.2	15	93.8	292	98.0
Two States	1	3.0	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	3.8	1	6.3	4	2.0
Three States	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Four States	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Five or More	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	33	100.0	77	100.0	57	100.0	21	100.0	31	100.0	25	100.0	26	100.0	16	100.0	296	100.0
Median	1		1		1		1		1		1		1		1		1	

CONTRACT TERM

The smaller the enrollment of school districts in Arkansas, the more likely the 1972 superintendent was to have a one-year contract. Further, Table 33 data show just the opposite for superintendents in the larger school districts. Considering all reporting superintendents--42.2 percent had one-year contracts, 37.5 percent had two-year contracts, and 19.6 percent had three-year contracts. One superintendent reported a four-year contract and one superintendent reported he had a contract of five years or longer. Technically, these last two superintendents could not have a contract for more than three years according to Arkansas statutes.

TABLE 33. Term of Contract of Arkansas Superintendents for Present Appointment

Years	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One Year	26	74.3	44	57.1	24	41.4	10	31.3	12	41.9	8	30.8	1	3.8	1	6.3	127	42.2
Two years	7	20.0	23	29.9	29	50.0	18	56.3	12	38.7	9	34.6	12	46.2	3	18.8	113	37.5
Three Years	2	5.7	9	11.7	5	8.6	4	12.5	6	19.4	9	34.6	12	46.2	12	75.0	59	19.6
Four Years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0	1	0.3
Five or More	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Indefinite	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	35	100.0	77	100.0	58	100.0	32	100.1	31	100.0	26	100.0	26	100.0	16	100.1	301	99.9

CHAPTER IV

THE SUPERINTENDENT'S PROFESSIONAL PREPARATION

> Educational administration, a relatively recent arrival on the American scene, is only a little more than 100 years old. Its development has been an evolutionary process, born out of need, as citizens came to realize that direction of education called for more specialized training, more time, and more skills than those possessed by laymen. The position of superintendent had been created in a number of communities during the 1800's, but it was not until the turn into the new century that there came into being generally the office of superintendent of schools, functioning as the chief executive of the board of education and titular leader of a professionally trained staff.[1]

A significant element of a profession is the quality and length of formal preparation required to enter. The American School Superintendent reports:

> To emphasize that the superintendent of almost 50 years ago spent considerable time in preparatory study, this first AASA status study of the superintendency reported the amount of education in years beyond elementary school. The same report was pleased to note that "the superintendent of schools is a graduate of high school." The last time an AASA status study reported this fact was in 1933. All subsequent reports have taken elementary and high school education for granted and have focused on preparation at the graduate school level.[2]

In 1968 the State Board of Education in Arkansas adopted the following requirements for obtaining an administrator's certificate:

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[1]American Association of School Administrators, CPEA (Washington, D. C.: 1201 Sixteenth Street, N.W., 1954), p. 11.

[2]Stephen J. Knezevich (ed.), The American School Superintendent (Washington, D. C.: American Association of School Administrators, 1971), p. 43.

Hold, or be qualified to hold, at the time of application, the six-year high school or elementary teaching certificate.

Completion of sixty semester hours of graduate training with emphasis in School Administration from an accredited institution(s) authorized to grant the diploma of advanced study or the specialist degree in school administration. This work shall include the Master's Degree with a minimum of thirty semester hours in graduate education courses including an appropriate distribution of courses in administration, supervision and related fields.

A minimum of four year's experience as a teacher or administrator.

NOTE: Superintendents who hold the Superintendent's Certificate based on the Master's Degree from a regionally or nationally accredited teacher education institution(s) may elect to continue renewal of old type of certificate or may exchange for new type upon completion of above requirements. All new applicants must meet the requirements set forth above.[3]

This chapter presents a number of topics that are related to the professional preparation of Arkansas superintendents. Included are such topics as time devoted to graduate study, fields of study, costs incurred, and Arkansas superintendents' appraisal of their graduate programs of study.

PROFESSIONAL DEGREES EARNED

The data in Table 34 report the highest degree earned in professional preparation. A total of 305 superintendents responded to this item on the questionnaire. Only one superintendent was reported not to have a college degree. Only six of the 305 superintendents reported having obtained a doctorate. The larger districts with enrollment over 1,000 had four of the six doctoral degrees. Of the 305 reporting, 212 or 69.5 percent held Master's Degrees.

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[3]State Department of Education, Laws and Regulations Governing the Certification of Teachers, Administrators, and Supervisors, Bulletin VI, (Little Rock: State Department of Education, 1972), p. 27.

TABLE 34. Highest Degree Earned by Arkansas Superintendents

Degree Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Degree	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Bachelor's	4	11.4	4	5.1	3	5.1	0	0.0	1	3.2	0	0.0	1	3.7	0	0.0	13	4.3
Master's	27	77.1	64	81.0	45	76.3	23	71.9	16	51.6	13	50.0	17	63.0	7	43.8	212	69.5
Specialist	4	11.4	8	10.1	11	18.6	9	28.1	13	41.9	12	46.2	9	33.3	7	43.8	73	23.9
Doctorate	0	0.0	2	2.5	0	0.0	0	0.0	1	3.2	1	3.8	0	0.0	2	12.5	6	2.0
Additional Work	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	35	99.9	79	100.0	59	100.0	32	100.0	31	99.9	26	100.0	27	100.0	16	100.1	305	199.0

On the average, Arkansas superintendents initiated their Master's Degree studies around age 30. Superintendents in smaller school districts (A,B,C,D,E) tended to initiate their graduate studies at an older age while superintendents in the larger school districts (F,G,H) started their graduate studies at an earlier age. Table 35 summarizes by size of school district the superintendents' ages at the beginning of their Master's Degree study.

TABLE 35. Age of Arkansas Superintendents at Beginning of Master's Degree Study in Education

Age Level	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 25 years	4	18.2	6	10.5	4	8.9	3	10.7	3	11.5	5	22.7	4	19.0	2	13.3	31	13.1
25-29 years	2	9.1	17	29.8	17	37.8	15	53.6	9	34.6	11	50.0	7	33.3	7	46.7	85	36.1
30-34 years	8	36.4	11	19.3	14	31.1	5	17.9	10	38.5	6	27.3	10	47.6	4	26.7	68	28.8
35-39 years	4	18.2	11	19.3	4	8.9	5	17.9	2	7.7	0	0.0	0	0.0	2	13.3	28	11.8
40 or more	4	18.2	12	21.1	6	13.3	0	0.0	2	7.7	0	0.0	0	0.0	0	0.0	24	10.1
Totals	22	100.1	57	100.0	45	100.0	28	100.1	26	100.0	22	100.0	21	99.9	15	100.0	236	99.9
Mean	33.6		32.7		31.1		29.0		29.8		27.1		27.9		28.9		30.0	
Median	30.5		31.0		30.0		28.0		30.0		27.0		28.0		28.0		29.0	

TIME DEVOTED TO GRADUATE STUDY

Time devoted to graduate study by superintendents is reported in Table 36. The typical superintendent began work on his Master's Degree about the age of 29. The candidate pursuing a Specialist Degree initiated the study at the age of 37. The average superintendent began his doctoral study at age 39. Although one superintendent reported beginning as early as age 32.

It took the average superintendent two to three years to complete his Master's Degree. The Specialist Degree was completed from three to four years after it was initiated. It took those studying to complete a doctoral degree study two to three years to complete the program.

TABLE 36. Time Devoted to Graduate Study by Arkansas Superintendents

Category	Master's Degree Study						Specialist Degree Study						Doctoral Degree Study					
	Starting Age		Completion Age		Total Years		Starting Age		Completion Age		Total Years		Starting Age		Completion Age		Total Years	
	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean	Mdn.	Mean
A (0-249)	30	32.4	33	36.0	3	3.6	34	36.8	42.5	41.5	8.5	4.7	0	0	0	0	0	0
B (250-499)	31	32.7	32	34.2	1	1.5	38	36.2	41.0	39.4	3	3.2	42	42*	0	0	0	0
C (500-749)	30	31.5	33	34.8	3	3.3	37	37.7	43	40.9	6	3.2	0	0	0	0	0	0
D (750-999)	28	28.3	31	31.9	3.5	3.6	37	36.4	38	38.8	1	2.4	39	39	42	42	3	3
E (1000-1499)	30	29.7	32	32.5	2.5	2.8	37	36.5	40	40.0	3	3.5	36	36	38	38	2	2
F (1500-1999)	27	27.1	30	30.5	3	3.4	36	37.0	38	38.4	2	1.4	32	34.3	34	34	2	0
G (2000-3999)	28	26.5	30	30.4	2.5	3.9	41	40.8	43.5	43.8	2.5	3	44	44*	0	0	0	0
H (4000-Over)	28	28.9	31	31.9	3	3	38.5	38.6	45.5	44.8	7	6.2	33	34.9	35	36.7	2	1.8

*Degree requirements not completed

Semesters devoted by superintendents to full-time graduate study in residence were reported in Table 37. A majority of the superintendents (73.8 percent) reported that residence for a Master's Degree was completed in two to four months. Although on the Specialist level, 57.9 percent completed the residence in two to three semesters. Only one superintendent

reported having devoted two semesters full-time in residence on his doctorate, all others reported taking four to seven semesters.

TABLE 37. Semesters Devoted by Arkansas Superintendents to Full-time Graduate Study in Residence

Number of Semesters	Master's Degree		Specialist Degree		Doctoral Degree	
	Number	Percent	Number	Percent	Number	Percent
One Semester	8	6.2	5	15.2	0	0.0
Two Semesters	29	22.3	10	30.3	1	11.1
Three Semesters	41	31.5	9	27.3	0	0.0
Four Semesters	26	20.0	3	9.1	2	22.2
Five Semesters	10	7.7	4	12.1	1	11.1
Six Semesters	14	10.8	1	3.0	3	33.3
Seven or More	2	1.5	1	3.0	2	22.2
Totals	130	100.0	33	100.0	9	99.9
Median	3		3		6	

MAJOR FIELDS OF STUDY

Table 38 shows Arkansas superintendents' major fields of study for the Bachelor's Degree. A total of 302 superintendents reported this item out of 305 who returned usable questionnaires. Only 9 superintendents or 2.9 percent majored in elementary education; therefore, it can be seen that the overwhelming majority majored in secondary fields. A total of 84 superintendents or 27.5 percent majored in social science, while 69 superintendents or 22.6 percent majored in physical education. These two majors--social science and physical education--were the most popular and combined they made up 50.1 percent of the total group. Other majors ranged from agriculture to science, but none of these comprised as much as 10 percent of the total group. The smallest number and percent of the majors was in elementary education with these numbers and percentage

reported above. The size of the school district in which the Arkansas superintendents are now employed gives no indication or pattern related to majors for the Bachelor's Degree.

TABLE 38. Arkansas Superintendents' Major Fields of Study for the Bachelor's Degree

Fields	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Agriculture	6	17.1	9	11.4	7	11.9	2	6.2	3	9.7	0	0.0	0	0.0	0	0.0	27	8.9
Social Science	7	20.0	14	17.7	19	32.2	8	25.0	11	35.5	9	34.6	8	30.7	8	50.0	84	27.5
Phys. Education	9	25.7	17	21.5	10	16.9	10	31.2	9	29.0	6	23.1	6	23.0	2	12.5	69	22.6
Gen'l Education	3	8.6	2	2.5	2	3.4	2	6.2	0	0.0	0	0.0	1	3.8	1	6.2	11	3.6
Science	3	8.6	7	8.9	5	8.5	1	3.1	3	9.7	3	11.5	7	26.9	1	6.2	30	9.8
Business	3	8.6	7	8.9	2	3.4	1	3.1	3	9.7	4	15.4	0	0.0	1	6.2	21	6.9
Mathematics	1	2.9	7	8.9	6	10.2	5	15.6	0	0.0	1	3.8	1	3.8	1	6.2	22	7.2
English, Speech For. Lang.	1	2.9	5	6.3	1	1.7	2	6.2	0	0.0	0	0.0	1	3.8	0	0.0	10	3.3
Elementary	1	2.9	4	5.0	1	1.7	1	3.1	0	0.0	0	0.0	1	3.8	1	6.2	9	2.9
Other	1	2.9	5	6.3	6	10.2	0	0.0	2	6.4	3	11.5	1	3.8	1	6.2	19	6.2
Not Reporting	0	0.0	2	2.5	0	0.0	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0	3	1.0
Totals	35	100.0	79	100.0	59	100.0	32	100.0	31	100.0	26	100.0	27	100.0	16	100.0	305	100.0

Arkansas superintendents' major fields of study on the Master's Degree are reported in Table 39. A total of 216 superintendents or 70.8 percent out of 305 reported their major as educational administration. Secondary education majors comprised the second largest group, but only 21 superintendents or 6.9 percent reported this major. No other major for the Master's Degree included as much as 6 percent of the reporting group. The majors least studied by superintendents were elementary education, English, speech, and foreign language. These majors were not reported by as much as 1 percent of the superintendents.

TABLE 39. Arkansas Superintendents' Major Fields of Study for the Master's Degree

Field	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Educ. Admin.	23	65.7	45	57.0	42	71.2	26	81.2	27	87.1	20	76.9	22	81.4	11	68.7	216	70.8
Guidance	4	11.4	1	1.3	2	3.4	0	0.0	0	0.0	1	3.8	0	0.0	0	0.0	8	2.6

TABLE 39. Continued

Field	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
P.E. & Health	0	0.0	7	8.9	3	5.1	2	6.2	1	3.2	1	3.8	2	7.4	1	6.2	17	5.6
Math & Science	3	8.6	3	3.8	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	2.3
Elem. Educ.	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.7	0	0.0	2	0.7
Eng. Speech & For. Lang.	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Sec. Educ.	0	0.0	9	11.4	4	6.8	2	6.2	2	6.4	2	7.7	0	0.0	2	12.5	21	6.9
Soc. Science	0	0.0	2	2.5	2	3.4	1	3.1	1	3.1	0	0.0	1	3.7	2	12.5	9	3.0
Other	4	11.4	6	7.6	2	3.4	1	3.1	0	0.0	2	7.7	0	0.0	0	0.0	15	4.9
Not Reporting	0	0.0	5	6.3	3	5.1	0	0.0	0	0.0	0	0.0	1	3.7	0	0.0	9	3.0
Totals	35	100.0	79	100.0	59	100.0	32	100.0	31	100.0	26	100.0	27	100.0	16	100.0	305	100.0

COST INCURRED FOR GRADUATE STUDY

Table 40 reports estimated expenditures by Arkansas superintendents for graduate study at the Master's, Specialist's and Doctoral Degree levels. At the Master's Degree level, 188 superintendents reported expenditures ranging from less than $1,000 to $9,999. The largest reporting group included 93 persons or 52.5 percent with expenditures of $1,000 to $2,499. A total of 21 superintendents or 11.9 percent reported expenditures of less than $1,000 while completing the Master's Degree. Only 8 persons or 4.5 percent spent from $5,000 to $9,999 on graduate work at the Master's Degree level.

At the Specialist's Degree level of graduate study, 59 superintendents reported expenditures. Eight persons or 13.6 percent of the group spent less than $1,000, while 6 persons or 10.2 percent reported expenditures of $5,000 to $9,999. The largest group, 27 persons or 45.8 percent, spent $1,000 to $2,499.

Six superintendents reported expenditures at the Doctoral Degree level of graduate study. Three of these persons or 50 percent spent from $1,000 to $2,499; two persons or 33.3 percent spent from $2,500 to $4,999; and 1 person or 16.7 percent spent from $7,500 to $9,999 on doctoral study.

Considering the total group of 241 superintendents reporting graduate study expenditures at the Master's, Specialist's, or Doctoral Degree levels, 123 or 51 percent spent from $1,000 to $2,499 for any one level of study; and 75 or 31.1 percent reported an expenditure from $2,500 to $4,999. Only 29 persons or 12 percent spent less than $1,000 and only seven persons or 2.9 percent reported expenditures of $7,500 to $9,999. None reported expenditures at any level of graduate study of $10,000 or more.

TABLE 40. Estimated Expenditures by Arkansas Superintendents for Graduate Study

Range of Expenditures	Master's		Specialist's		Doctorate		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than $1,000	21	11.9	8	13.6	0	0.0	29	12.0
$1,000 to $2,499	93	52.5	27	45.8	3	50.0	123	50.8
$2,500 to $4,999	55	31.1	18	30.5	2	33.3	75	31.0
$5,000 to $7,499	5	2.8	3	5.1	0	0.0	8	3.3
$7,500 to $9,999	3	1.7	3	5.1	1	16.7	7	2.9
$10,000 or More	0	0.0	0	0.0	0	0.0	0	0.0
Median Expenditure*	$1,750		$1,750		$2,500			

*Estimates

Financial Assistance

Table 41 presents data on four sources of financial support for superintendents while pursuing graduate study. Caution should be used in reading Table 41 data as one person could have received two or more sources of financial support. At the Master's Degree level of study the largest source of support was the G.I. Bill or Veterans' benefits with 218 persons or 46.5 percent receiving such support. Other sources of financial support included loans to 171 persons or 36.5 percent of all supports, university or federal grants to 72 persons or 15.4 percent, and sabbatical assistance to 8 persons or 1.7 percent. As can be seen

very few persons received sabbatical financial assistance at the Master's Degree level of study.

At the Specialist's Degree level of study, the largest source of support was the G.I. Bill with 68 persons or 45.6 percent receiving such assistance. Loans were received by 59 persons or 39.6 percent and sabbatical assistance was received by only 3 persons or 2.0 percent.

At the Doctoral Degree level, a much more balanced source of support is seen. Five persons or 17.2 percent received university or federal grants, 9 persons or 31.0 percent received veterans' benefits, sabbatical assistance was received by 6 persons or 20.7 percent, and loans were secured by 9 persons or 31.0 percent.

TABLE 41. Sources of Financial Support for Arkansas Superintendents While Pursuing Graduate Study

Source of Assistance	Master's Degree		Specialist's Degree		Doctoral Degree	
	Number	Percent	Number	Percent	Number	Percent
Univ. or Fed. Grant	72	15.4	19	12.8	5	17.2
G.I. Bill	218	46.5	68	45.6	9	31.0
Sabbatical	8	1.7	3	2.0	6	20.7
Loan	171	36.5	59	39.6	9	31.0
Totals	469	100.1	149	100.0	29	99.9

Table 42 shows the amount of financial aid received by Arkansas superintendents for graduate study at the Master's, Specialist's, and Doctoral Degree levels. At the Master's Degree level, a total of 213 Arkansas superintendents reported that they received financial aid. A total of 116 persons or 54.5 percent received less than $1,000 in aid; 96 persons or 45.1 percent received aid ranging from $1,000 to $4,999; and only 1 person or .5 percent of the group received aid of $5,000 or more.

At the Specialist's Degree level of study, 75 superintendents reported receiving aid for study. A total of 38 persons or 50.7 percent received less than $1,000 in aid, while 37 persons or 49.3 received aid ranging from $1,000 to $4,999.

Eight superintendents reported receiving aid at the Doctoral Degree level of study. Three persons or 37.5 percent received aid of less than $1,000; 4 persons or 50.0 percent reported aid ranging from $1,000 to $4,999; and one person or 12.5 percent of the group received aid of $5,000 or more.

TABLE 42. Amount of Financial Aid Received by Arkansas Superintendents for Graduate Study

Range of Amounts	Master's Degree		Specialist Degree		Doctoral Degree	
	Number	Percent	Number	Percent	Number	Percent
Less than $1,000	116	54.5	38	50.7	3	37.5
$1,000 to $4,999	96	45.1	37	49.3	4	50.0
$5,000 or More	1	0.5	0	0.0	1	12.5
Totals	213	100.1	75	100.0	8	100.0
Median Amounts*	Less than $1,000		About $1,000		About $2,000	

*Estimates

The percentages of Arkansas superintendents receiving fellowship or assistantship stipends during graduate study are shown in Table 43. Of the 17 persons receiving stipends at all three levels, almost one-half--8 persons or 47.1 percent--were working toward the Doctorate. Five persons or 29.4 percent received stipends while pursuing the Specialist Degree and 4 persons or 23.5 percent received such aid while working on the Master's Degree. It is quite noticeable that few persons received stipends at any level of study.

TABLE 43. Percentage of Superintendents Receiving Fellowship and Assistantship Stipends for Graduate Study

	Master's Degree		Specialist Degree		Doctoral Degree		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Fellowship & Assistantship	4	23.5	5	29.4	8	47.1	17	100.0

Table 44 summarizes estimates of the amounts of money borrowed by Arkansas superintendents to pursue graduate study. Only 129 superintendents responded to this question and one may surmise that most of the superintendents either did not borrow significant amounts of money to complete their graduate work or simply failed to react to the question. Of the superintendents responding, the majority--86.6 percent--indicated they borrowed between $1,000 and $2,000 dollars to complete their graduate study at the Master's Degree level.

TABLE 44. Amount of Money Borrowed by Arkansas Superintendents to Pursue Graduate Study

Amount of Money	Master's Degree		Specialist Degree		Doctoral Degree	
	Number	Percent	Number	Percent	Number	Percent
Less than $1,000	13	10.2	1	50.0	0	0.0
$1,000 to $1,999	110	86.6	0	0.0	0	0.0
$2,000 to $2,999	3	2.4	1	50.0	0	0.0
$3,000 to $3,999	1	0.8	0	0.0	0	0.0
$4,000 or More	0	0.0	0	0.0	0	0.0
Totals	127	100.0	2	100.0	0	0.0
Mean*	$1,898		$1,500		$ -0-	
Median*	$1,500		$2,000		$ -0-	

*Estimates

APPRAISAL OF GRADUATE PREPARATION

Arkansas superintendents were asked to express their opinion on the overall quality of professional preparation they received in graduate school.

They were asked to rate their graduate professional preparation either excellent, good, fair, or poor. Almost three out of four superintendents reported their graduate preparation programs to be good to excellent; whereas, almost one out of four reported graduate preparation programs to be fair. A small percentage of superintendents (2.5 percent) reported their graduate professional preparation programs to be poor. A review of Table 45 reveals that superintendents of smaller school districts tended to rate their graduate preparation programs lower than superintendents of medium and large school districts in Arkansas.

TABLE 45. Arkansas Superintendents' Ranking of Graduate Courses

Graduate Courses	Courses Ranked Important or of Great Importance by 50% or More	Courses Ranked Important or of Great Importance by Less than 50%
1. Educational Administration		
Public Relations	82.6	----
Personal Administration	79.0	----
School Business Management	75.4	----
Human Relations	75.0	----
School Plant Planning	72.4	----
School Finance Systems	71.6	----
Legal Aspects of Education	70.1	----
The School Principalship	66.9	----
Administrative Theory	61.3	----
2. Curriculum, Instruction, Superivision		
Elem. & Sec. School Curriculum	79.1	----
Supervision	75.7	----
Teaching Methods Courses	54.4	----
Physical Education	----	36.0
Adult Education Courses	----	24.3
3. Educational Foundations		
Child Growth and Development	66.2	----
Psychology	60.0	----
Research	----	49.8
Philosophy of Education	----	48.5
History of Education	----	34.3

TABLE 45. Continued

Graduate Courses	Courses Ranked Important or of Great Importance by 50% or More	Courses Ranked Important or of Great Importance by Less than 50%
4. Humanities and Fine Arts		
Speech	59.7	----
Literature or Great Books	----	33.0
Music	----	21.8
Art	----	19.2
Drama	----	16.7
5. Social Science Courses		
Economics	53.7	----
Political Science	----	48.5
Social Psychology	----	48.5
Sociology	----	47.5
Anthropology	----	17.7
6. Science and Mathematics		
Mathematics (other than statistics)	----	49.7
Statistics	----	48.4
Biological Sciences	----	36.3
Physical Sciences	----	34.7
7. Field Experiences		
School Surveys	----	45.0
School Visits & Observations	----	42.3
Internship	----	32.0
8. Technology		
Multi-media, including TV	----	42.1
PPBS or Program Budgeting	----	38.6
Operations Research	----	32.1
Systems Analysis	----	28.4
Computer & Data Processing	----	24.6
Computer-Assisted Instruction	----	19.2

Table 46 reports the Arkansas superintendents' assessment of major weaknesses in graduate programs. A study of Table 46 shows that the superintendents were not highly critical of their graduate study in the field of educational administration. Approximately one-fourth of the superintendents did not identify any weaknesses. Of the weaknesses reported

10.2 percent reacted to the poor quality of specific courses in educational administration; 13.1 percent to courses in educational administration they felt to be irrevelant; 11.8 percent to shortcomings in specific courses in educational administration; 8.8 percent to the low quality of professors of educational administration; 6.2 percent to the lack of internships in educational administration; and 4.9 percent to too much theory.

TABLE 46. Major Weaknesses in Graduate Studies in Educational Administration as Reported by Arkansas Superintendents, 1972

Weakness	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Low quality of professors	2	5.7	2	2.5	8	13.6	2	6.3	5	16.1	1	3.9	4	14.8	3	18.8	27	8.8
Poor or irrevelant courses	2	5.7	17	21.5	7	11.9	4	12.5	6	19.4	1	3.9	3	11.1	0	0.0	40	13.1
Shortcomings in or lack of specific courses	2	5.7	19	24.1	2	3.4	5	15.6	0	0.0	6	23.1	2	7.4	0	0.0	36	11.8
Lack of intern.	3	8.6	1	1.3	4	6.8	2	6.3	3	9.7	3	11.5	3	11.1	0	0.0	19	6.2
Poor quality of ed. adm. courses	1	2.9	1	1.3	8	13.6	4	12.5	4	12.9	0	0.0	5	18.5	8	50.0	31	10.2
Lack of support from other depts.	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Poor library	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.7	0	0.0	1	0.3
None listed	11	31.4	26	32.9	13	22.0	9	28.1	2	6.5	7	26.9	7	25.9	1	6.3	76	24.9
Don't know	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Too much competition	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Too much theory	0	0.0	1	1.3	8	13.6	3	9.4	1	3.2	0	0.0	0	0.0	2	12.5	15	4.9
Poor adviser	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Flexibility in scheduling	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Classes too large	1	2.9	0	0.0	1	1.7	0	0.0	0	0.0	1	3.9	0	0.0	0	0.0	3	0.9
Summer session poor	0	0.0	0	0.0	1	1.7	0	0.0	3	9.7	1	3.9	0	0.0	0	0.0	5	1.6
No job exper.	0	0.0	0	0.0	0	0.0	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Others	0	0.0	6	7.6	2	3.4	2	6.3	4	12.9	4	15.4	2	7.4	1	6.3	21	6.9
No weaknesses	0	0.0	5	6.3	4	6.8	0	0.0	2	6.5	2	7.7	0	0.0	1	6.3	14	4.3
Not reporting	9	23.1	0	0.0	1	1.7	0	0.0	1	3.2	0	0.0	0	0.0	0	0.0	11	3.6
Totals	35	97.6	79	100.1	59	100.2	32	100.1	31	100.1	26	100.2	27	99.9	16	100.2	305	99.5

Major Strengths of Graduate Studies in Educational Administration

Table 47 presents an array of superintendent responses identifying strengths of graduate studies in educational administration. Over 50 percent of the responses of superintendents identified quality of courses in educational administration and high quality of professors as major strengths. Slightly less than one-fourth of the superintendents (22.3 percent) did not list any strengths or weaknesses in response to this question. While 1.7 percent of the superintendents indicated that no strengths were apparent to them, and 3.8 percent of the superintendents listed other factors rather than the choices provided them. Of the 22.5 percent remaining, 13.6 percent felt that the high caliber of fellow students and field experiences provided in their graduate studies to be strengths in their professional preparation. While quality of courses and professors were rated as major strengths such graduate activities as related education courses, cognate courses, library and facilities, independent studies, and seminars were not.

TABLE 47. Major Strengths in Graduate Studies in Educational Administration as Reported by Arkansas Superintendents, 1972

Strengths	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
High quality of professors	11	26.8	7	8.5	12	18.5	7	18.9	11	27.5	5	19.2	8	23.5	8	40.0	69	20.0
High caliber of fellow students	2	4.9	6	7.3	4	6.2	2	5.4	3	7.5	4	15.4	3	8.8	2	10.0	26	7.5
Quality of ed. adm. courses	11	26.8	31	37.8	22	33.8	13	35.1	12	30.0	8	30.8	11	32.4	6	30.0	114	33.0
Quality of other educ. courses	0	0.0	0	0.0	0	0.0	1	2.7	0	0.0	0	0.0	0	0.0	1	5.0	2	0.6
Availability of noneducation or cognate courses	0	0.0	0	0.0	0	0.0	1	2.7	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Field contacts or practical work in districts	0	0.0	6	7.3	6	9.2	2	5.4	4	10.0	0	0.0	2	5.9	1	5.0	21	6.1
Library & other facilities	1	2.4	1	1.2	0	0.0	0	0.0	2	5.0	0	0.0	0	0.0	0	0.0	4	1.2

TABLE 47. Continued

Strengths	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Independent or individualized study or inst.	1	2.4	2	2.4	1	1.5	1	2.7	1	2.5	1	3.8	1	2.9	0	0.0	8	2.3
Seminars	1	2.4	1	1.2	0	0.0	0	0.0	1	2.5	0	0.0	1	2.9	0	0.0	4	1.2
Other factors	1	2.4	5	6.1	2	3.1	0	0.0	1	2.5	0	0.0	3	8.8	1	5.0	13	3.8
No strengths	1	2.4	1	1.2	1	1.5	1	2.7	2	5.0	0	0.0	0	0.00	0	0.0	6	1.7
None listed	12	29.3	22	26.8	17	26.2	9	24.3	3	7.5	8	30.8	5	14.7	1	5.0	77	22.3
Totals	41	99.8	82	99.9	65	100.0	37	99.9	40	100.0	26	100.0	34	99.9	20	100.0	345	100.0

Table 48 summarizes the overall evaluation of graduate professional preparation by Arkansas superintendents. Of the 277 Arkansas superintendents responding, 74 percent stated they felt their graduate programs of studies were good to excellent. On the other hand, 23.5 percent thought their graduate program in educational administration to be fair and 2.5 percent felt it to be poor. A study of Table 48 does not appear to reveal that superintendents in larger school districts to be more critical or less critical than superintendents of medium and small school districts. There appears to be a relative consistency among all superintendents at all levels in the overall evaluation of their graduate preparation.

TABLE 48. Arkansas Superintendents' Overall Evaluation of Graduate Professional Preparation for the Superintendency

Evaluation	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	5	16.7	8	11.6	7	13.2	3	9.7	3	10.3	5	20.0	2	8.3	3	18.8	36	13.0
Good	19	63.3	39	56.5	30	56.6	22	71.0	18	62.1	17	68.0	15	62.5	9	56.3	169	61.0
Fair	3	10.0	19	27.5	16	30.2	6	19.4	8	27.6	3	12.0	6	25.0	4	25.0	65	23.5
Poor	3	10.0	3	4.3	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	7	2.5
Totals	30	100.0	69	99.9	53	100.0	31	100.1	29	100.0	25	100.0	24	100.0	16	100.1	277	100.0

Table 49 provides the opinions of Arkansas superintendents as they related to issues that should be included, are included and covered, or

neglected in their graduate programs of preparation in educational administration. Slightly over 40 percent of the superintendents report social-cultural issues and use of drugs should be included in their preparation programs. From 30 to 40 percent believe study should be directed toward the problems of staff relations, student unrest, curriculum innovations, financing, assessing educational outcomes, federal involvement, greater visibility of the superintendent, attacks on superintendents, and changing values and behavioral norms.

The Arkansas superintendents (40 to 60 percent) indicate that reorganization of small districts, innovations, financing, federal involvement, caliber of school board members, responsibilities of school boards, increasing enrollments, and greater visibility of superintendents are included in their program of studies. Over 30 percent of the superintendents also report that issues in staff relations, decentralization of large districts, growing pressures for public support, increasing attacks on superintendents, and changing values and behavioral norms are included.

Issues that superintendents report to be most often neglected as a part of their preparation programs include student unrest (40.7 percent); changing curriculum priorities (35.1 percent); and growing pressure for public support (34.8 percent). On the other hand, superintendents indicated only small neglect in their preparation programs for the areas of educational innovations, school finance, federal involvement, and the need for greater visibility of superintendents.

TABLE 49. Superintendents' Opinions on Educational Issues That Should Be Included, Were Included, or Were Neglected in Their Graduate Preparation Programs

Should be Included No.	%	Included and Covered No.	%	Neglected No.	%	Not Answered No.	%	Issues
124	40.7	61	20.0	89	29.4	31	10.2	(1) Social-cultural issues such as race relations, integration, or segregation
94	30.8	94	30.8	86	28.2	31	10.2	(2) Issues in school staff relations such as negotiations, strikes, sanctions, or some form of teacher militancy
105	34.5	47	15.3	124	40.7	29	9.4	(3) Student unrest or activism such as underground newspaper and student strikes
69	22.6	115	37.7	81	26.6	40	13.1	(4) Decentralization of large districts into smaller units of administration
59	19.3	176	57.7	33	10.8	37	12.1	(5) Reorganization of small districts into larger units of administration
91	30.1	75	24.5	107	35.1	32	10.5	(6) Changing priorities in curriculum such as introducing black studies courses, of sex education, or eliminating others
103	33.8	154	50.5	18	5.9	30	9.8	(7) Innovations or demands for new ways of teaching or cperating the educational program
95	31.1	161	52.8	16	5.2	33	10.8	(8) Financing schools to meet increasing current expenditures and capital outlay
111	36.4	79	25.9	79	25.9	36	11.8	(9) Assessing educational outcomes such as the national assessment effort
64	21.0	93	38.6	106	34.8	42	13.7	(10) Growing pressure for public support of non-public schools
105	34.5	140	45.9	27	8.8	33	10.8	(11) Growing federal involvement in education
74	24.2	123	40.3	68	22.3	40	13.1	(12) Caliber of persons assigned to or removed from local boards of education
78	25.6	131	43.0	58	19.0	38	12.5	(13) Caliber of responsibilities assigned to or removed from local boards of education
66	21.7	146	47.9	48	15.7	44	14.3	(14) Rapidly increasing student enrollments
101	33.1	139	45.6	26	8.6	39	12.8	(15) Greater visibility of the superintendent
102	33.5	115	37.7	49	16.1	39	12.8	(16) Increasing attacks on the superintendent
129	42.3	54	17.6	82	26.9	40	13.1	(17) Use of drugs in the schools
118	38.7	99	32.5	37	12.1	51	16.7	(18) Changes in values and behavioral norms

CHAPTER V

THE ARKANSAS SUPERINTENDENT AT WORK AND THE ISSUES THAT CONCERN HIM

Keeping in mind the personal dimensions, professional experience, and educational background of Arkansas superintendents, it is important to consider their work demands and the issues that concern them. Arkansas superintendents in this study were asked a number of questions concerning the amount of time demanded of them as school district leaders, the important issues and challenges they face, and what kinds of specializations would help them to improve their performance. Finally, a basic question was asked of each superintendent: Would you select the superintendency if you had it all to do over again?

THE SUPERINTENDENT'S WORK SCHEDULE

As is the case with many professionals, there is no such thing as a 40-hour work week for the Arkansas superintendent. The trend to a shorter work week predicted for many workers does not seem to be in the offering for those planning to consider the superintendency as a career. The great majority of Arkansas superintendents arrive at work between 8:00 a.m. and 8:45 a.m. and leave between 4:40 p.m. and 5:15 p.m. As shown in Tables 50 and 51, there is not a great difference in time worked among superintendents of small and large school districts. A small percentage of superintendents in the smaller districts report staying "at school" later than superintendents in the larger districts.

TABLE 50. Time Arkansas Superintendents' Typical Workday Begins

Time	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Before 7:20 a.m.	0	0.0	0	0.0	1	1.7	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
7:20-7:40 a.m.	0	0.0	2	2.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
7:41-8:10 a.m.	0	0.0	2	2.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
8:11-8:40 a.m.	13	37.1	22	27.8	20	33.9	9	28.1	8	24.8	6	23.1	6	22.2	2	12.6	86	28.2
8:41-9:10 a.m.	21	60.0	47	59.5	31	52.5	21	65.6	20	64.5	17	64.4	19	70.4	11	68.8	187	61.3
After 9:10 a.m.	0	0.0	0	0.0	1	1.7	1	3.1	2	6.4	1	3.8	0	0.0	2	12.6	7	2.3
Not reporting	1	2.9	6	7.6	6	10.2	0	0.0	1	2.2	2	7.6	2	7.4	1	6.3	19	6.3
Totals	35	100.0	79	99.9	59	100.0	32	99.9	31	97.9	26	98.9	27	100.0	16	100.3	305	100.2

TABLE 51. Time Arkansas Superintendents' Typical Workday Ends

Time	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Before 4:20 p.m.	2	5.7	0	0.0	4	6.8	5	15.6	1	3.2	1	3.8	1	3.7	0	0.0	14	4.5
4:20-4:40 p.m.	3	8.6	8	10.2	7	11.9	1	3.1	3	9.7	2	7.7	1	3.7	1	6.3	26	8.5
4:41-5:10 p.m.	21	60.0	57	72.1	38	64.5	20	62.5	22	71.1	20	76.9	20	74.1	8	50.0	206	67.6
5:11-5:40 p.m.	3	8.6	9	11.4	8	13.6	5	15.6	4	12.9	2	7.7	5	18.5	7	43.8	43	14.0
5:41-6:10 p.m.	2	5.7	1	1.3	1	1.7	0	0.0	0	0.0	1	3.8	0	0.0	0	0.0	5	1.6
After 6:10 p.m.	3	8.6	3	3.8	1	1.7	1	3.1	1	3.2	0	0.0	0	0.0	0	0.0	9	3.0
Not reporting	1	2.9	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.6
Totals	35	100.1	79	100.1	59	100.2	32	99.9	31	100.1	26	99.9	27	100.0	16	100.1	305	99.8

The "workday" of Arkansas superintendents also includes nights! Certainly many superintendents would be pleased to spend a typical day from 8:00 a.m. to 4:00 p.m., five days a week, but this is not the case. Table 52 shows that 77 percent of the superintendents spend two or three nights a week on the job. Additionally, approximately 11 percent of the superintendents report they spend four nights a week working. The median number of nights for all superintendents is three. Moreover, Table 52 does not report a significant difference in the number of nights worked as related to the size of school district--in small or large district the superintendent works at night! Perhaps a number of superintendents would be happy to spend a sensible five days and three nights working at their job, but the

time demands do not stop at this point. Saturdays and Sundays are often utilized to satisfy the work demands of the position. Table 53 shows that over 60 percent of the superintendents report they spend one or two Saturdays a month working. Even more amazing is that 38 percent of the superintendents report they spend three or four Saturdays a month at work. The median number of Saturdays worked for all superintendents is two.

If superintendents spend a considerable number of Saturdays working, one would suppose that their Sundays are free. This does not appear to be the case. Although only 156 of the 305 superintendents responded to this question, 93 percent reported they work at least part of one or two Sundays a month. The median number of Sundays worked by this group is one. Table 54 summarizes the Sunday work activities of 156 Arkansas superintendents.

TABLE 52. Number of Evenings Arkansas Superintendents Devote to Work in a Typical Week

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One evening	2	6.1	7	9.6	6	11.5	3	9.7	0	0.0	0	0.0	2	8.0	0	0.0	20	7.1
Two evenings	14	42.4	29	39.7	12	23.1	8	25.8	8	26.7	7	29.2	14	56.0	6	40.0	98	34.6
Three evenings	9	27.3	26	35.6	27	51.9	16	51.6	15	50.0	12	50.0	9	36.0	7	46.7	121	42.8
Four evenings	3	9.1	8	11.0	4	7.7	4	12.9	4	13.3	5	20.8	0	0.0	2	13.3	30	10.6
Five evenings	3	9.1	2	2.7	3	5.8	0	0.0	3	10.0	0	0.0	0	0.0	0	0.0	11	3.9
More than five	2	6.1	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	1.1
Totals	33	100.1	73	100.0	52	100.0	31	100.0	30	100.0	24	100.0	25	100.0	15	100.0	283	100.1
Median	3		3		3		3		3		3		2		3			

TABLE 53. Number of Saturdays Arkansas Superintendents Devote to Work in a Typical Month

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One Saturday	9	29.0	18	25.7	11	22.0	8	25.8	9	31.0	3	12.5	6	26.1	3	20.0	67	24.5
Two Saturdays	10	32.3	28	40.0	26	52.0	8	25.8	7	24.1	9	37.5	5	21.7	9	60.0	102	37.4
Three Saturdays	3	9.7	16	22.9	5	10.0	6	19.4	8	22.6	8	33.3	6	26.1	0	0.0	52	19.0

TABLE 53. Continued

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Four Saturdays	9	29.0	8	11.4	8	16.0	9	29.0	5	17.2	4	16.7	6	26.1	3	20.0	52	19.0
Totals	31	100.0	70	100.0	50	100.0	31	100.0	29	99.9	24	100.0	23	100.0	15	100.0	273	99.9
Median	2		2		2		2		2		2.5		3		2			

TABLE 54. Number of Sundays Arkansas Superintendents Devote to Work in a Typical Month

Number	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One Sunday	9	56.3	28	71.8	16	59.3	9	52.9	16	76.2	8	57.1	9	60.0	4	57.1	99	63.5
Two Sundays	4	25.0	11	28.2	8	29.6	6	35.3	4	19.2	5	35.7	6	40.0	2	28.6	46	29.5
Three Sundays	1	6.3	0	0.0	1	3.7	1	5.9	1	4.8	0	0.0	0	0.0	0	0.0	4	2.6
Four Sundays	2	12.5	0	0.0	2	7.4	1	5.9	0	0.0	1	7.1	0	0.0	1	14.3	7	4.6
Totals	16	100.1	39	100.0	27	100.0	17	100.0	21	100.0	14	99.9	15	100.0	7	100.1	156	100.2
Median	1		1		1		1		1		1		1		1			

Arkansas superintendents work an average of 54.5 hours per week with a reported range of from less than 40 hours per week to over 60 hours per week of work. Table 55 indicates that superintendents of larger school districts tend to work longer hours per week; however, the reported differences are not great. Over 79 percent of the 280 superintendents responding to this question report they work 50 or more hours each week. Further, almost two out of five report they work more than 60 hours a week.

A full picture of the superintendent's work week indicates that an Arkansas superintendent will be on the job around 8:15 a.m. and leave each day around 5:30 p.m. The superintendent will likely spend three nights a week working, two Saturdays, and possibly one Sunday a month working. It is not surprising that the average 55 hours a week is typical for Arkansas superintendents.

TABLE 55. Arkansas Superintendents' Estimates of Number of Hours Worked Per Week

Hours	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 40	2	6.7	6	8.5	0	0.0	1	3.2	1	3.3	0	0.0	0	0.0	0	0.0	10	3.6
40-44 hours	2	6.7	8	11.3	5	9.4	2	6.5	2	6.7	1	4.2	0	0.0	1	6.7	21	7.5
45-49 hours	5	16.7	8	11.3	4	7.5	3	9.7	1	3.3	3	12.5	1	3.8	1	6.7	26	9.3
50-54 hours	4	13.3	15	21.1	16	30.2	16	51.6	8	26.7	7	29.2	16	61.5	6	40.0	88	31.4
55-59 hours	1	3.3	3	4.2	7	13.2	5	16.1	2	6.7	4	16.7	2	7.7	0	0.0	24	8.6
60 or more	16	53.3	31	43.7	21	39.6	4	12.9	16	53.3	9	37.5	7	26.9	7	46.7	111	39.6
Totals	30	100.0	71	100.1	53	99.9	31	100.0	30	100.0	24	100.1	26	99.9	15	100.1	280	100.0
Mean	54.9		52.4		55.8		52.2		56.2		55.2		53.9		55.4		54.5	
Median	60.0		50.0		55.0		50.0		60.0		55.0		50.0		54.0		54.8	

ISSUES AND CHALLENGES FACING THE ARKANSAS SUPERINTENDENT

Table 56 provides a ranking of issues and challenges Arkansas superintendents perceive they face. The rank order of issues listed in Table 56 is based upon superintendents' opinions indicated as being of "great significance" and/or "significant." Of the 287 superintendents responding to this question over three-fourths feel that school financing, federal involvement, and changing values and behavior norms to be major issues. Over 60 percent but less than 75 percent of the Arkansas superintendents see the need for greater visibility on the part of superintendents, increased demands to provide new ways of teaching and operating schools, and pressure to provide systematic assessments of educational activities within the schools and for the nation. While a third grouping of issues and challenges perceived by the Arkansas superintendents in which over 50 percent but less than 60 percent of the superintendents include the pressures of increasing enrollment, social-cultural issues, and the quality of school board members. Finally, 13 to 33 percent of the responding superintendents reacted to the significance of personnel

relations, reorganization of school districts, curriculum priorities, drugs, student activism, decentralization, and pressures for support of non-public schools.

TABLE 56. Arkansas Superintendents' Ranking of Issues and Challenges Facing the Superintendency, 1972

Educational Issues	Issues Considered of "Great Significance" and "Significant"	
	Rank	Percent
Financing schools to meet increasing current expenditures and capital outlay	1	91.5
Growing federal involvement in education	2	84.1
Changes in values and behavioral norms	3	75.4
Greater visibility of the superintendent	4	68.5
Assessing educational outcomes, such as the national assessment effort	5	63.6
Demands for new ways of teaching or operating the educational program	6	63.2
Rapidly increasing student enrollment	7	58.3
Social-cultural issues such as race relations, integration or segregation	8	54.4
Caliber of persons assigned to or removed from local boards of education	9	54.1
Caliber of responsibilities assigned to or removed from local boards of education	10	51.4
Issues in school staff relations such as negotiations, strikes, sanctions, or some form of teacher militancy	11	33.4
Reorganization of small districts into larger units of administration	12	31.4
Increasing attacks on the superintendent	13	30.0
Changing priorities in curriculum such as introducing black studies, sex education, or eliminating current priorities	14	29.7
Use of drugs in the schools	15	28.5
Growing pressure for public support of non-public schools	16	22.1
Student activism such as underground newspapers and student strikes	17	14.1
Decentralization of large districts into smaller units of administration	18	13.3

Apparently, Arkansas superintendents are not particularly frightened by issues that would cause them to leave the profession and seek "greener pastures." As shown in Table 57 only 230 superintendents responded to this query and of that number, 40 to 89 percent said no specific issue will cause them to leave the profession. For the remaining superintendents who did respond, the rank order of issues they perceive most likely to cause a superintendent to leave his position is:

Issue	Rank
Social-cultural ferment	1 (tie)
Changing values and behavioral norms	1 (tie)
Low caliber of school board members	3
Teacher negotiations and strikes	4
Financing schools	5
Federal involvement	6
Student unrest	7

Certainly many interpretations may be drawn from the above rank order of issues, but is is apparent that general social-cultural value system changes occuring throughout the country are of most concern to the superintendents. Moreover, since superintendents are in constant contact with school board members and teachers, they may be implying the need for support of the public school system through the improved quality of the individuals directly in control and directly involved with the teaching of youth. Finally, the battle of finance, federal control, and difficult students must seem like "old hat" to superintendents in that they are ranked at the bottom as threatening issues!

TABLE 57. Ranking of Issues Likely to Cause Arkansas Superintendents to Leave the Field if Problems Relating to Them Intensify Further

Issues	A 0-249 Rank	B 250-499 Rank	C 500-749 Rank	D 750-999 Rank	E 1000-1499 Rank	F 1500-1999 Rank	G 2000-3999 Rank	H 4000-Over Rank	A-H Totals Rank
Social-Cultural Ferment	3.5	2.5	1	3	3	3.5	2	1	1.5
Changes in Values-Behavior Norms	1.5	1	2	1	2	5	4	3	1.5
Low Caliber Board Members	1.5	4	4	2	4	3.5	2	7	3
Teacher Negotiations-Strikes	7	2.5	3	4	1	2	5	6	4
Financing of Schools	5	5	5	5	5	1	2	3	5
Federal Involvement	6	6	6	6	6	6	6	5	6
Student Unrest	3.5	7	7	7	7	7	7	3	7
Total Reporting	19	59	38	23	30	25	26	10	230
Percent Reporting No Issue Would Cause Superintendent to Leave*	40%	67%	64%	50%	71%	89%	85%	44%	

*Added information

ENHANCING EFFECTIVENESS

Superintendents were asked to identify factors that prevent them from being more effective leaders and administrators. The responses are summarized in Table 58. Once again money appeared to be the root of many problems. Twenty-eight percent of the 285 responding superintendents reported inadequate financing a major problem. However, 17.1 percent of the superintendents reported no inhibiting factor! Following these two major indicators, the inhibiting factors are scattered: insignificant demands upon the superintendent, lack of time, and the attitude of the community are rated by 8 to 9 percent of the responding superintendents. The remaining inhibiting factors found in Table 58 fall to a level of 5 percent or less.

TABLE 58. Arkansas Superintendents' Opinions on Factors Inhibiting Their Effectiveness

Factor	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lack of time	2	2.7	6	7.6	5	8.5	2	6.2	5	16.1	2	7.7	6	22.2	2	12.5	30	8.7
Inadequate finc.	45	60.0	14	17.7	12	20.3	7	21.9	6	19.4	4	12.9	6	22.2	3	18.7	97	28.1
Too many insignificant demands	2	2.7	6	7.6	8	13.6	1	3.1	5	16.1	5	19.2	2	7.4	4	25.0	33	9.4
Limits on personal or prof. capabilities	2	2.7	2	2.5	4	6.8	2	6.2	5	16.1	1	3.8	3	7.4	1	6.2	20	5.8
Too many controls	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Inexperienced or unqualified staff	2	2.7	1	1.3	0	0.0	1	3.1	0	0.0	0	0.0	1	3.7	1	6.2	6	1.7
Difficulties with school board	0	0.0	0	0.0	0	0.0	3	9.8	2	6.5	0	0.0	1	3.7	0	0.0	6	1.7
District too small	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Not enough adm. members	3	3.9	8	10.1	2	3.4	1	3.1	0	0.0	2	7.7	1	3.7	0	0.0	17	4.9
Race, ethnic problems	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	7.7	0	0.0	0	0.0	2	0.6
Drugs	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.2	1	0.3
Clerical staff	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Too much added responsibility	0	0.0	7	8.7	2	3.4	1	3.1	1	3.2	0	0.0	0	0.0	0	0.0	11	3.2
Attitude of community or staff	6	8.0	8	10.1	6	10.1	6	18.8	0	0.0	2	7.7	1	3.7	0	0.0	29	8.5
Lack of communications	1	1.3	1	1.3	0	0.0	1	3.1	0	0.0	0	0.0	0	0.0	1	6.2	4	1.1
More teachers (lower pupil ratio)	0	0.0	1	1.3	1	1.7	0	0.0	2	6.5	0	0.0	1	3.7	0	0.0	5	1.4
Federal programs (control, paper work, etc.)	1	1.3	2	2.5	1	1.7	1	3.1	1	3.2	1	3.8	1	3.7	0	0.0	8	2.3
None listed	8	10.6	15	19.2	17	28.8	4	12.5	2	6.5	6	23.7	4	14.8	3	18.7	59	17.1
Others	3	3.9	8	10.1	1	1.7	2	6.2	2	6.5	1	3.8	1	3.7	0	0.0	18	5.2
Totals	75	99.8	79	100.0	59	100.0	32	100.2	31	100.1	26	98.0	28	99.9	16	99.7	346	100.0

Table 59 is a compilation of the types of specialists that superintendents feel they need to improve the educational programs within their school districts. It is interesting to note that 300 superintendents responded to this question and 45.9 percent or 149 indicated that they do not need additional specialists! Initially one might react "how could this be!" A possible answer is that in reporting in this manner

superintendents are in a very real sense stating they do not desire additional specialists. Of the specialists most desired by superintendents, 33 percent of the superintendents indicate they would want more administrators, supervisors, and curriculum directors. A review of the totals in Table 59 shows that the remaining specialists were not highly regarded by Arkansas superintendents.

TABLE 59. Types of Specialists Arkansas Superintendents Feel Are Needed to Help the School System Improve Performance Levels

Types	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Curr. & Instr.	1	2.9	4	5.1	2	3.4	2	6.3	5	16.1	9	34.6	5	18.5	1	6.3	29	9.4
Supervisors	1	2.9	3	3.8	5	8.5	4	12.6	3	9.7	4	15.2	8	29.6	4	25.0	32	10.5
Public Relations	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0	0	0.0	1	0.3
Research & Dev.	0	0.0	0	0.0	1	1.7	3	9.4	0	0.0	0	0.0	1	3.7	1	6.3	6	2.0
Administrators	2	5.7	22	27.8	10	16.9	0	0.0	0	0.0	2	7.6	1	3.7	0	0.0	37	12.1
Human Relations	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	1	0.3
Staff Relations	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3	1	0.3
Pupil Personnel	2	5.7	8	10.1	4	6.8	2	6.3	1	3.2	2	7.6	1	3.7	1	6.3	21	6.9
Data Processing	0	0.0	2	2.5	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0	0	0.0	3	1.0
Business Mgr.	0	0.0	0	0.0	0	0.0	0	0.0	3	9.7	2	7.6	2	7.4	0	0.0	7	2.4
Federal Coor.	0	0.0	0	0.0	1	1.7	1	3.1	2	6.4	1	3.8	0	0.0	0	0.0	5	1.6
Attorneys	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Classified Pers.	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	1	3.8	2	7.4	0	0.0	4	1.3
Directors of HPER or Ath.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More Teachers	0	0.0	2	2.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.6
None	24	68.8	29	36.7	34	57.6	20	62.5	17	54.8	2	7.6	7	25.9	7	43.8	140	45.9
Others	2	5.7	7	8.9	1	1.7	0	0.0	0	0.0	1	3.8	0	0.0	0	0.0	11	3.6
Not Reporting	3	8.6	1	1.3	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	1.6
Totals	35	100.3	79	100.0	59	100.0	32	100.2	31	99.9	26	99.2	27	99.3	16	100.3	305	99.8

Superintendents were asked whether or not they felt they needed any new skills or information to maintain their effectiveness as administrators. Responses to this question are interesting. Over one-third (36.5 percent) of the superintendents responding, state they do not need any new skills or information. On the other hand, almost two-thirds perceive that they could

use additional skills and information to become more effective administrators. Within this group there is a divergence of opinion as to what skills and information are needed. A review of Table 60 shows that the rank order of skills and information needed as follows:

	Percent
Human Relations Skills	16.1
Knowledge of Educational and Social Changes	11.7
Better Knowledge of Public School Finance	9.0
Specialized Management Skills	4.0
Skills in Conflict Resolution	3.3
Administrative Skills	3.0
Research Skills and Techniques	1.3
Others*	15.1

*An analysis of the 45 responses in this classification shows a correlation with the areas of Human Relations Skills, Knowledge of Educational and Social Changes, and Better Knowledge of Public School Finance.

Table 60 also reveals that superintendents of smaller school districts tend to report in larger percentages that they do not need additional skills and knowledge. In school districts classified as A,B, and C, 40 to 50 percent of the superintendents evidently feel they have all the information and skills they need to successfully complete the tasks required. In school districts classified D, E, F, about one in four superintendents report their skills and information to be sufficient.

Within the group of two-thirds of the superintendents reporting they could use additional skills and knowledge with emphasis upon human relations skills, knowledge of educational and social changes, finance, and correlated areas, only a small percentage viewed conflict skills, system analysis, and research skills as important. In this instance Arkansas superintendents do not differ much from norms established in the

national study conducted by the American Association of School Administrators.[1] Apparently, practicing superintendents do not have a felt need for knowledge and skills pertaining to "systems" theories, i.e., PPBS, MBO, EGO, and PERT which abound in current professional research and literature. Further, practicing superintendents do not perceive they need much additional information or skills in conflict resolution and research techniques. It would appear that, with the rising complexity of school district operation and the increased importance upon working with different viewpoints, conflict resolution would rank high. Moreover, there is an apparent move throughout the country to establish competency based educational programs at all levels of the educational ladder which leads one to speculate as to the increased need for improved research and measurement skills.

TABLE 60. New Skills or Information Arkansas Superintendents Feel They Need to Maintain Their Effectiveness as Administrators

Skill or Information	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PPBS/or systems	0	0.0	0	0.0	1	1.7	2	6.3	0	0.0	5	19.2	0	0.0	1	6.7	9	3.0
Human relations	5	14.3	11	14.3	8	13.8	4	12.5	7	22.6	4	15.4	6	24.0	3	20.0	48	16.1
Conflict resolu.	0	0.0	1	1.3	0	0.0	4	12.5	3	9.7	2	7.7	0	0.0	0	0.0	10	3.3
Public finance	1	2.9	8	10.4	7	12.1	4	12.5	2	6.5	0	0.0	1	4.0	4	26.7	27	9.0
Research tech.	1	2.9	2	2.6	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	0	0.0	4	1.3
Spec. management	0	0.0	1	1.3	2	3.4	1	3.1	4	12.9	0	0.0	3	12.0	1	6.7	12	4.0
Social and educational change processes, issues, and trends	2	5.7	8	10.4	3	5.2	4	12.5	4	12.9	5	19.2	7	28.0	2	13.3	35	11.7
Others	6	17.1	15	19.5	10	17.2	4	12.5	2	6.5	3	11.5	4	16.0	1	6.7	45	15.1
None needed	20	57.1	31	40.3	27	46.6	9	28.1	8	25.8	7	26.9	4	16.0	3	20.0	109	36.5
Totals	35	100.0	77	100.1	58	100.0	32	100.0	31	100.1	26	99.9	25	100.0	15	100.1	299	100.0

[1]Stephen J. Knezevich (ed.), The American School Superintendent (Washington, D. C.: American Association of School Administrators, 1971), pp. 60-1.

SUPERINTENDENT'S LEADERSHIP IMAGE

During the 1960's Arkansas superintendents endured a number of criticisms. In some quarters these criticisms have been interpreted as indicating the lower esteem in which superintendents are held and that the superintendent's image as an educational and community leader decreased. Arkansas superintendents included in this study do not agree. A majority of the superintendents (51.2 percent) feel that their image as community and educational leaders has not changed during the last ten years. Furthermore, 35.5 percent feel that it has increased in importance while only 13.3 percent feel there has been a decrease in importance. Table 61 summarizes these opinions.

TABLE 61. Arkansas Superintendents' Opinions of Their Status as Educational or Community Leaders

Opinion	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Decreasing in importance	6	18.8	14	18.2	6	10.7	4	12.9	5	16.1	2	8.0	1	3.8	1	6.7	39	13.3
Same as ten year ago	12	37.5	38	49.4	32	57.1	18	58.1	15	48.4	14	56.0	13	50.0	8	53.3	150	51.2
Increasing in importance	14	43.8	25	32.5	18	32.1	9	29.0	11	35.5	9	36.0	12	46.2	6	40.0	104	35.5
Totals	32	100.1	77	100.1	56	99.9	31	100.0	31	100.0	25	100.0	26	100.0	15	100.0	293	100.0

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Table 62 points out that of the 250 superintendents responding to the question of membership in national professional organizations, these superintendents averaged belonging to two national professional organizations. The two national professional organizations to which most Arkansas superintendents belong are the American Association of School

Administrators and the National Education Association. Over 12 percent of the superintendents reporting stated they do not belong to any national professional organization.

TABLE 62. National Professional Organizations to Which Arkansas Superintendents Belong

Organization	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AASA	10	22.2	34	32.7	37	40.2	19	36.5	24	41.4	21	39.6	22	41.5	14	36.8	181	36.4
NEA	13	28.9	35	33.7	34	37.0	20	38.5	22	37.9	21	39.6	17	32.1	13	34.2	175	35.2
NASSP	7	15.6	9	0.7	6	6.5	6	11.5	4	6.9	4	7.5	2	3.8	0	0.0	38	7.6
NEPA	1	2.2	3	2.9	0	0.0	0	0.0	0	0.0	2	3.8	0	0.0	0	0.0	6	1.2
ASCD	3	6.6	3	2.9	3	3.2	1	2.0	2	3.4	1	1.9	4	7.5	3	7.9	20	4.0
Others	0	0.0	3	2.9	4	4.3	1	2.0	3	5.2	1	1.9	4	7.5	0	0.0	16	3.2
None	11	24.4	17	16.3	8	8.7	5	9.6	3	5.2	5	5.7	4	7.5	8	21.1	61	12.3
Totals	45	99.9	104	100.1	92	99.9	52	100.1	58	100.0	55	100.0	53	99.9	38	100.0	497	99.9

FUTURE PLANS

Table 63 reports the stated future plans of superintendents. These plans were asked in light of the present pressures and rapid changes that are taking place in education. In spite of the mounting pressures attendant to the superintendency, 43.4 percent of the 281 superintendents responding to this question indicated they plan to continue in the position until age 65. Another 28.5 percent stated they would stay in the position until they reached the minimum retirement age. Consequently, 71.9 percent of the Arkansas superintendents report their desire to continue to work in a superintendency position.

In Table 63, 28.1 percent of the superintendents indicate they will leave the position for the following pursuits:

	Percent
Will leave for a position outside superintendency allowing for greater contribution to education	12.5
Will probably leave for position outside education.	8.2
Will probably leave for university position	2.1
Other*	5.3

*Fifteen superintendents responded that they may or may not leave the superintendency, that they may or may not get out of education, etc.

TABLE 63. Future Plans of Arkansas Superintendents

Future Plans	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Will continue until age 65	9	26.5	24	33.8	25	46.3	13	40.6	19	63.3	14	60.9	10	43.5	8	57.1	122	43.4
Will continue until minimum retirement age	10	29.4	22	31.0	13	24.1	10	31.3	6	20.0	6	26.1	9	39.1	4	28.6	80	28.5
Will probably leave for university posi.	1	2.9	2	2.8	2	3.7	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0	6	2.1
Will probably leave for position outside education	2	5.9	9	12.7	5	9.3	2	6.3	2	6.7	1	4.3	1	4.3	1	7.1	23	8.2
Want to get out as soon as possible	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Will leave for position outside superintendency allowing greater contribution to education	9	26.5	9	12.7	6	11.1	3	9.4	2	6.7	2	8.7	3	13.0	1	7.1	35	12.5
Other	3	8.8	5	7.0	3	5.6	3	9.4	1	3.3	0	0.0	0	0.0	0	0.0	15	5.3
Totals	34	100.0	71	100.0	54	100.1	32	100.1	30	100.0	23	100.0	23	99.9	14	99.9	281	100.0

Approximately 70 percent of the 267 superintendents reporting indicate they would do it all over again! That is, they would select the superintendency as their life's work if they had the chance to make such a

decision a second time. Only 19.5 percent of the superintendents indicate they would seek a position outside the field of education. The remaining 10 percent indicate they would select other administrative positions in education or possibly teach. Table 64 presents a more precise analysis of the Arkansas superintendents' choices.

TABLE 64. Positions Arkansas Superintendents Would Select If Given A Chance to Start Over

Career Desired	A 0-249		B 250-499		C 500-749		D 750-999		E 1000-1499		F 1500-1999		G 2000-3999		H 4000-Over		A-H Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Superintendent	27	79.4	43	62.3	25	52.1	23	79.3	28	90.3	11	73.3	20	76.9	11	73.3	188	70.4
Another Educa. Administration or Superivsory Position	2	5.9	4	5.8	1	2.1	1	3.4	0	0.0	1	6.7	2	7.7	2	13.3	13	4.9
Classroom Teacher	0	0.0	0	0.0	2	4.2	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	3	1.1
Counselor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
College Prof.	0	0.0	0	0.0	2	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
Other (in Educ.)	1	2.9	4	5.8	3	6.3	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	9	3.4
Position Outside Education	4	11.8	18	26.1	15	31.3	4	13.8	3	9.7	2	13.3	4	15.4	2	13.3	52	19.5
Totals	34	100.0	69	100.0	48	100.2	29	99.9	31	100.0	15	100.0	26	100.0	15	99.9	267	100.0

CHAPTER VI

SUMMARY OF SELECTED CHARACTERISTICS OF THE AMERICAN SCHOOL SUPERINTENDENT AND THE ARKANSAS SCHOOL SUPERINTENDENT

Table 65 summarizes selected characteristics which exist between the American school superintendent and the Arkansas school superintendent. In general, it may be concluded that the Arkansas superintendent is slightly younger, enters the profession earlier, and enters his first administrative position and first superintendency at an earlier age than the average American school superintendent.

The Arkansas school superintendent has slightly less teaching experience, stays longer in his first superintendency, and has fewer years of experience as a superintendent. Further, the Arkansas superintendent begins his first superintendency in a smaller school district than does the average American school superintendent. And, as one would surmise, the beginning and present salary of the average Arkansas superintendent is approximately $1,800 and $4,800 less, respectively, than that of the average American school superintendent.

The professional preparation of the Arkansas superintendent compares favorably with that of the national average. A lower percentage of Arkansas superintendents report no degrees held and a higher percentage report holding the Master's Degree. Where an increasing number of Arkansas superintendents are obtaining the Specialist Degree, nationwide the percentage of superintendents holding the Doctoral Degree is increasing.

Arkansas superintendents report they work an average of 54.5 hours per week while the national average is set at 56.1 hours per week. The ratio of males to females in the superintendency at the national level and in Arkansas is the same. The superintendency is occupied overwhelmingly by men. A higher percentage of Arkansas superintendents come from rural and small towns, but the national average is also high. Finally, Arkansas superintendents--like the average American superintendent--say they would again select the superintendency as their life's work if they had it to do over.

It is suggested the reader secure a copy of the national study whereby he may make comparisons in detail if he so desires. Many interesting comparisons exist from which one may form his own opinions.

TABLE 65. Summary of Selected Characteristics of the American School Superintendent and the Arkansas School Superintendent

CHARACTERISTICS	1970 National Weighted Profile Data*		1972 Arkansas Data	
	Mean	Median	Mean	Median
I. Age factors--in years				
1. Chronological age	48.1	47.7	47.7	46.1
2. Entry age-first educational position	24.4	23.0	24.4	23.8
3. Entry age-first administrative or supervisory position	30.4	29.0	29.8	28.7
4. Entry age-first superintendency	36.7	36.2	35.2	35.8
II. Professional experiences				
5. Classroom teaching experience in years	7.4	6.3	5.7	5.4
6. Years in first superintendency	6.4	4.5	7.2	5.1
7. Total years as superintendent	11.6	9.3	11.4	8.8
8. Enrollment in first superintendency	2,050	1,537	1,198	1,238
9. Starting salary in first superintendency	8,409	7,610	6,863	6,763
10. Present salary as superintendent	17,433	17,310	12,600	12,250
III. Professional preparation				
11. Percentage with no degree	.4%		.3%	
12. Percentage with Master's as highest degree	65.7%		69.5%	
13. Percentage with Specialist's as highest degree	Not reported		23.9%	
14. Percentage with Doctorates	15.4%		2.0%	

TABLE 65. Continued

CHARACTERISTICS	1970 National Weighted Profile Data*		1972 Arkansas Data	
	Mean	Median	Mean	Median
IV. Other Characteristics				
15. Hours per week devoted to work	56.1	57.8	54.5	54.8
16. Sex--percentage who are males	98.7%		98.7%	
17. Percentage from rural and small towns	86.1%		97.4%	
18. Percentage from city and suburbs	13.9%		2.6%	
19. Percentage who would select superintendency again	71.4%		70.4%	

*The American School Superintendent, p. 13.

APPENDIX A

THE UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN 53706

THE SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
WARF BUILDING, 610 WALNUT STREET
TELEPHONE (608)

September 28, 1971

Dr. M. Vance Sales
College of Education
Arkansas State University
Jonesboro, Arkansas 72401

Dear Dr. Sales:

Thank you for your kind words about the recent AASA report The American School Superintendent. Your study idea is an excellent one and deserves encouragement.

The data gathering instrument is the property of AASA, and I have no authority to release it. I am sending your letter to Dr. Paul Salmon, AASA Executive Secretary with the recommendation that permission be granted for use and modification of all or parts of the AASA questionnaire. I'm sure Dr. Salmon will give the matter careful consideration and you will be hearing from him in the near future.

With best wishes for a successful research project, I remain

Cordially yours,

S. J. Knezevich
Professor of Educational Administration

SJK:cc

APPENDIX B

AASA

American Association of School Administrators

October 15, 1971

Dr. M. Vance Sales
College of Education
Arkansas State University
Jonesboro, Arkansas 72401

Dear Dr. Sales:

Your recent letter addressed to Dr. Stephen J. Knezevich has been forwarded to me for reply. We are indeed pleased to grant permission to you to utilize the AASA data gathering instrument reproduced in the document entitled "The American School Superintendent."

With every best wish, I remain

Sincerely,

William J. Ellena
Deputy Executive Secretary

WJE:lr

1201 Sixteenth Street, N. W., Washington, D. C. 20036, (202)833-5518

APPENDIX C

Arkansas State University
STATE UNIVERSITY, ARKANSAS 72467

COLLEGE OF EDUCATION
Division of Educational
Administration and
Secondary Education
Ph. 972-3062

January 4, 1972

Mr. Bill Jones, Superintendent
Jones High School
Jonesboro, Arkansas 72401

Dear Mr. Jones:

A study is being made of the status of the Arkansas Superintendency in 1971-72. A similar study was made by the American Association of School Administrators in 1969-70 of The American School Superintendent.

Your help and support is needed to obtain data which only you can provide. The enclosed instrument is designed to gather information on the personal characteristics, professional preparation, career patterns, and opinions of school superintendents. Your individual data will be grouped, with other superintendent's data so no one person's data will be shown by itself; therefore, an individual's report can not be identified.

Your early response will be appreciated. Please mail your completed instrument in the enclosed, self-addressed, stamped envelope. Do it today in order to assure a valid study of the Superintendency in Arkansas!

Sincerely,

Joseph Taylor
Professor of Education

M. Vance Sales, Chairman
Educational Administration
and Secondary Education

JT&MVS:kc

Enclosure

Arkansas State University
STATE UNIVERSITY, ARKANSAS 72467

COLLEGE OF EDUCATION
Division of Educational
Administration and
Secondary Education
Ph. 972-3062

March 30, 1972

To: Arkansas School Superintendents

From: M. Vance Sales and Joseph C. Taylor

Subject: Questionnaire for Study of Arkansas School Superintendency

On February 18, 1972 a questionnaire was sent to you that is being used to make a study of the Arkansas Superintendency. We mailed 365 questionniares and to date have received 241 completed returns. Your completed questionnaire has not been received as of this date.

Your information will add considerably to the study. Would you please take time now or in the next few days to complete the questionnaire and return it?

This request is made in order that the study will be based on an overwhelming majority of returns from Arkansas Superintendents. So please send in your questionnaire soon. Thank you.

MVS&JCT:kc

ARKANSAS STATE UNIVERSITY

COLLEGE OF EDUCATION

Division of Educational Administration and Secondary Education

Data Gathering Instrument*
For
The Study of the Arkansas School Superintendency 1971-72

Directions: Please answer each question and return the completed instrument to: Dr. M. Vance Sales, Arkansas State University, Box 839, State University, Arkansas 72467. Estimates may be used when precise data are not available. Thank you for providing information important to this study that will shed light on what's happening to superintendents in Arkansas.

I. GENERAL DATA:

1. Name _____
Last First Middle

2. Title or Position _____

II. SCHOOL DISTRICT DATA:

3. Name of School District _____

4. Address of School District _____

5. Type of School District: a)Elementary-Secondary District _____; b) Elementary School District_____; c) Secondary School District _____; d) Other (specify) _____

6. Present (estimated 1971-72) grades 1 through 8 or 1 through 12 enrollment in your district _____

III. PERSONAL CHARACTERISTICS:

7. Age (nearest birthday) _____

8. Sex: M ____ F ____

9. In what type of community did you spend most of your life prior to enrolling in a college or university? Check type and size which best describes your home community:

Type:		Size:	
_____a.	Rural	_____e.	Under 2,500 in population
_____b.	Town or small city	_____f.	2,500 to 9,999 in population
_____c.	Suburban city in a metropolitan area	_____g.	10,000 to 99,999 in population
_____d.	Large urban center or city	_____h.	100,000 or more in population

*Designed by the AASA Commission on Preparation of Professional School Administrators and reported in the AASA Research Study, The American School Superintendent 1971. Permission granted by the AASA for its use.

IV. CAREER DATA:

10. At what age were you employed in your first full-time position in public education?_____

11. Describe your first full-time position in education.

(1) Type of School	(2) Teaching field(s) or grade level(s)	(3) Extracurricular Responsibilities if any (type of coach, advisor, etc.)
____a. elementary	d._____	g._____
____b. high school	e._____	h._____
____c. Other (specify) _____	f._____	i._____

12. How many years of classroom teaching experience did you have prior to spending a major portion of your time in administration or supervision?_____

13. a) At what age were you appointed to your first public school administrative or supervisory position other than the superintendency? _____

b) Age at appointment to second such position? _____

c) Age at appointment to third such position? _____

14. What was the nature of your first administrative or supervisory position? (Check only one)

___a. Asst. Principal ___c. Supervisor ___e. Assistant Superintendent
___b. Principal ___d. Director ___f. Other (specify) _____

15. a) At what age were you appointed to your first public school superintendency (chief school administrator)? _____
b) Age appointed to your second superintendency? _____
c) Age appointed to your third superintendency? _____
d) Age appointed to your fourth superintendency? _____
e) Age appointed to your present superintendency? _____

16. a) What was the total elementary-secondary pupil enrollment in the district where and when you were appointed to your first public school superintendency? _____
b) Total pupil enrollment at start of 2nd superintendency? _____
c) Total pupil enrollment at start of 3rd superintendency? _____
d) Total pupil enrollment at start of 4th superintendency? _____
e) Total pupil enrollment at start of present superintendency? _____

17. In how many districts have you served as public school superintendent (count your present position)? _____

18. a) What was your starting salary in your first public school superintendency? _____
b) What was your starting salary in your second public school superintendency? _____
c) What was your starting salary in your third public school superintendency? _____
d) What was your starting salary in your fourth public school superintendency? _____
e) What was your starting salary in your present public school superintendency? _____
f) What is your present salary? _____

19. Please list the different states where you have served as superintendent, starting with the state where you had your initial public school superintendency:

a. _____(first state) d. _____(third state)

b. _____(second state) e. _____(fourth state)

20. a) In how many states have you served as a public school superintendent (include present one)? _____
b) In how many states have you served as an administrator or supervisor other than at the superintendent level? _____

21. For how many years have you held your present public school superintendency (count present year)? _____

22. How many years did you serve in each of your superintendencies?

(1st) ____ (2nd) ____ (3rd) ____ (4th) ____ (5th) ____ (6th) ____

23. How many years of experience in all have you had as a superintendent (count present year)? _____

24. What is the length, in years, of the full term of your present contract or letter of appointment with the school board in your district?

____a. 1 year ____b. 2 years ____c. 3 years

____d. 4 years ____e. 5 years or more ____f. indefinite

25. On the line at the end of this question, please trace your career pattern in different educational positions starting with classroom teacher, other administrative or supervisory positions, and then various superintendencies using the following letters to identify the positions:

a) classroom teacher (elementary or secondary)
b) vice or assistant principal
c) principal
d) supervisor or consultant
e) director
f) assistant superintendent
g) associate superintendent
h) others, specify _____

s_1) rural community superintendent (with population under 2,500)
s_2) small town or city superintendent (district population of 2,500 to 9,999)
s_3) suburban area superintendent
s_4) large urban city superintendent
t) college or university teaching

(Example: A person who went directly from being a teacher to superintendent in a suburban area would place below "a-----> s"; a career pattern from teacher to principal to assistant superintendent to small town superintendent would be shown as: "a-----> c-----> f-----> s_2).

Your Career Pattern: _____

26. Did your movement from one educational position to another occur in: (please check which of the following apply)
a) Within one (the same) district or system _____
b) More than one school district _____

27. How long were you employed in non-educational positions for a period of one year or more since graduating from college? (Place total years in each of the fields that apply and a zero in those that do not.)

	(1) Type	(2) Duration in Years
_____a.	None	____
_____b.	Military	____
_____c.	Business	____
_____d.	Other (specify) _____	____

28. Was the salary in your non-educational position equal to, less than, or more than the salary in your next educational position?

_____a. equal to; _____b. less than; _____c. more than

29. If you had to do it all over again would you choose a career in:

_____a. the school superintendency

_____b. another type of school administrative or supervisory position (specify) _____

_____c. another position in education (specify which one) _____

_____d. a non-educational field of work (specify) _____

V. PREPARATION DATA:

30. Please indicate your professional preparation pattern by providing the degrees, dates, majors, and institution granting degrees:

	Date	Majors	Institution
____a. Bachelor's	_____	_____	_____
____b. Master's	_____	_____	_____
____c. Sixth Year Specialist	_____	_____	_____
____d. Doctorate	_____	_____	_____
____e. Additional Study	_____	_____	_____

31. Have you pursued a graduate program of studies in educational administration culminating in a master's, specialist, or doctor's degree?

a)_____ No; b)_____Yes

If Yes, please add the following information for each degree:

	Master's	Sixth Year or Specialist	Doctorate
c) Age at the start of degree study	_____	_____	_____
d) Age at completion of degree study	_____	_____	_____
e) Number of different institutions attended while completing degree	_____	_____	_____
f) Did you receive a fellowship or assistantship?	__Yes; __No	__Yes; __No	__Yes; __No
g) Indicate total amount of fellowship or assistantship stipend	_____	_____	_____
h) Indicate type of support (university, federal grant, etc.)	_____	_____	_____
i) Did you receive sabbatical leave support from your district?	__Yes; __No	__Yes; __No	__Yes; __No
j) How much do you estimate it cost to complete study for your degree? (tuition, books, extra room and board, but do not include wages not earned)	_____	_____	_____
k) GI or veterans benefits	__Yes; __No	__Yes; __No	__Yes; __No
l) Years of administrative experience when degree was received	_____	_____	_____
m) Indicate number of semesters or quarters spent in full-time residence study	_____S or ____Q	_____S or _____Q	_____S or _____Q
n) Did you have to seek a loan to complete your study?	__Yes; __No	__Yes; __No	__Yes; __No
o) If Yes, how much did you borrow for such purposes?	_____	_____	_____

32. On the whole how would you evaluate your program of graduate studies as preparation for the superintendency?

_____a. Excellent; _____b. Good; _____c. Fair; _____d. Poor

33. What were the major strengths of your graduate study program?

_____

_____

_____

_____

34. What were the major weaknesses of your graduate study program?

_____

_____

_____

_____

35. Please rate the importance of each of the following graduate areas of study or experiences to success in the superintendency using the following letter scale: a) Of Great Importance; b) Important; c) Of Limited Importance; d) Unimportant. Please place the letter (a,b,c,or d) in the blank space in front of each item listed below which best reflects your opinion or judgment.

A) Educational Administration Courses

____(1) Administrative Theory
____(2) Human Relations
____(3) Personnel Administration
____(4) Public Relations
____(5) School Finance Systems
____(6) School Business Management
____(7) Legal Aspects of Education
____(8) School Plant Planning
____(9) The School Principalship
____(10) Other (specify)_____
_____
____(11) Other (specify _____
_____

B) Educational Foundations

____(12) Child Growth & Development
____(13) History of Education
____(14) Philosophy of Education
____(15) Psychology (Adolescent & Others)
____(16) Research
____(17) Other (specify)_____
_____
____(18) Other (specify) _____
_____

C) Curriculum, Instruction & Supervision

____(19) Adult Education Courses
____(20) Elementary and/or Secondary School Curriculum
____(21) Physical Education
____(22) Supervision
____(23) Teaching Methods Courses
____(24) Other (specify) _____
_____

D) Field Experiences

____(25) Internship
____(26) School Surveys
____(27) School Visits & Observations
____(28) Other (specify)_____
_____

E) Social Science Courses

____(29) Anthropology
____(30) Economics
____(31) Political Science
____(32) Sociology
____(33) Social Psychology
____(34) Other (specify)_____
_____

F) Technology

____(35) Computer-assisted instruction
____(36) Computer & data processing
____(37) Multi-media, including TV
____(38) Operations research
____(39) PPBS or program budgeting
____(40) Systems analysis
____(41) Other (specify) _____ _____
_____

G) Science and Mathematics

____(42) Biological science
____(43) Mathematics, other than statistics
____(44) Physical sciences
____(45) Statistics
____(46) Other (specify) _____
_____

H) Humanities and Fine Arts

____(47) Drama
____(48) Music
____(49) Literature or Great Books
____(50) Art
____(51) Speech
____(52) Other (specify) _____
_____

I) Miscellaneous

____(53) Other (specify) _____
____(54) Other (specify) _____

____(55) Other (specify) _____
____(56) Other (specify) _____

VI. ISSUES AND CHALLENGES FACING THE SUPERINTENDENCY TODAY:

36. Please rank each of the following issues and challenges facing the superintendency today in your school district on the following letter scale: a) Of Great Significance; b) Significant; c) Of Limited Significance; d) Little or No Significance.

Place a check in the blank spaces identified as columns a, b, c, and d, to indicate the degree of significance you would attach to each of the following:

Great a	Signi ficant b	Limited c	Little Or No d		
____	____	____	____	(1)	Social-cultural issues such as race relations, integration, or segregation
____	____	____	____	(2)	Issues in school staff relations such as negotiations, strikes, sanctions, or some form of teacher militancy
____	____	____	____	(3)	Student activism such as underground newspaper and student strikes
____	____	____	____	(4)	Decentralization of large districts into smaller units of administration
____	____	____	____	(5)	Reorganization of small districts into larger units of administration
____	____	____	____	(6)	Changing priorities in curriculum such as introducing black studies courses or sex education or eliminating current priorities
____	____	____	____	(7)	Demands for new ways of teaching or operating the educational program
____	____	____	____	(8)	Financing schools to meet increasing current expenditures and capital outlay
____	____	____	____	(9)	Assessing educational outcomes, such as the national assessment effort
____	____	____	____	(10)	Growing pressure for public support of non-public schools
____	____	____	____	(11)	Growing federal involvement in education
____	____	____	____	(12)	Caliber of persons assigned to or removed from local boards of education
____	____	____	____	(13)	Caliber of responsibilities assigned to or removed from local boards of education
____	____	____	____	(14)	Rapidly increasing student enrollments
____	____	____	____	(15)	Greater visibility of the superintendent
____	____	____	____	(16)	Increasing attacks on the superintendent
____	____	____	____	(17)	Use of drugs in the schools
____	____	____	____	(18)	Changes in values and behavioral norms
____	____	____	____	(19)	Other (specify) _____
____	____	____	____	(20)	Other (specify) _____

37. Please indicate which of the following issues (repeated from item No. 36): (a) Should be included in courses or experiences offered; (b) which issues were covered adequately; and (c) which issues were neglected or not included in your graduate preparation program for the school superintendency.

Place a check in the blank spaces provided (a, b, or c) to indicate: a) issues which should be included; b) issues which were included and covered adequately; and c) issues which were neglected or not included in your preparation program for the superintendency.

Should Be Included a	Included And Covered b	Neglected c		
_____	_____	_____	(1)	Social-cultural issues such as race relations, integration, or segregation
_____	_____	_____	(2)	Issues in school staff relations such as negotiations, strikes, sanctions or some form of teacher militancy
_____	_____	_____	(3)	Student unrest or activism such as underground newspaper and student strikes
_____	_____	_____	(4)	Decentralization of large districts into smaller units of administration
_____	_____	_____	(5)	Reorganization of small districts into larger units of administration
_____	_____	_____	(6)	Changing priorities in curriculum such as introducing black studies courses or sex education or eliminating others
_____	_____	_____	(7)	Innovations or demands for new ways of teaching or operating the educational program
_____	_____	_____	(8)	Financing schools to meet increasing current expenditures and capital outlay
_____	_____	_____	(9)	Assessing educational outcomes such as the national assessment effort
_____	_____	_____	(10)	Growing pressure for public support of non-public schools
_____	_____	_____	(11)	Growing federal involvement in education
_____	_____	_____	(12)	Caliber of persons assigned to or removed from local boards of education
_____	_____	_____	(13)	Caliber of responsibilities assigned to or removed from local boards of education
_____	_____	_____	(14)	Rapidly increasing student enrollments
_____	_____	_____	(15)	Greater visibility of the superintendent
_____	_____	_____	(16)	Increasing attacks on the superintendent
_____	_____	_____	(17)	Use of drugs in the schools
_____	_____	_____	(18)	Changes in values and behavioral norms
_____	_____	_____	(19)	Other (specify) _____
_____	_____	_____	(20)	Other (specify) _____

38. Which of the issues listed in item 37 would cause you to leave the superintendency if the issue intensifies further in your school district?

____a. none
____b. the following one alone (list number shown above) ____
____c. two or more of the following (list numbers shown above) ____ ____
____ ____ ____ ____ ____

39. Do you believe your school system is staffed adequately at the administrative and supervisory levels to cope with critical issues facing the district?

a) ____Yes b)____No

If No, then

c) Approximately how many more positions should be added? _____

d) What kinds of specializations are needed?
(Please list)

(1) _____
(2) _____
(3) _____
(4) _____

40. Do you subcontract for certain services, or employ consultants to supplement your administrative staff:

a) ____No b) ____Yes

If Yes, then

c) How much is budgeted annually for these purposes? _____

d) How many such persons or firms do you employ in a typical year? _____

41. What new skills or information do you feel you need to maintain your effectiveness as an administrator?

a) _____None

b) _____The following: _____

_____

_____

_____

42. What is the status of the position of the superintendent as the educational or community leader in your school district? (Check One)

____a) decreasing in importance and influence?
____b) remaining about the same as it was 10 years ago?
____c) increasing in importance and influence?

43. The following data will be useful in determing the work load of the superintendent of schools: (Please fill in the blanks.)

____a) What in your estimation is the number of hours that you devote to the superintendency during a typical week?
____b) About how many evenings in a typical week do you obligate to work related to the superintendency?
____c) About how many Saturdays in a typical month are devoted (whether for one hour or all day) to work related to the superintendency?
____d) About how many Sundays in a typical month are devoted (whether for one hour or all day) to work related to the superintendency?
____e) What time in the morning does your typical work day start?
____f) What time does your typical work day end?
____g) Other comments on your work load or day: _____

_____

_____

44. What prevents you from achieving even greater effectiveness as a chief school administrator? Please list.

a) _____
b) _____
c) _____
d) _____

45. What are your future plans in the superintendency? Please check the one which reflects your thinking today.

____a) I definitely will continue in a superintendency whether in this district or another, the Lord willing, until normal retirement age of 65 or older.
____b) I will continue (probably) in a superintendency, the Lord willing, until I can qualify for minimum state retirement age prior to age 65.
____c) I will leave (probably) when I find a desirable position in a university.
____d) I will leave (probably) when I find a desirable position outside of education.
____e) This is an impossible position and I want to get out of the superintendency as soon as possible.
____f) Will remain until a position outside the superintendency opens which allows me to make a greater contribution to education.
____g) Other, please specify _____

_____

46. Please check the national professional organizations in which you are an active member in good standing:

____a) AASA; ____b) NEA; ____c) NASSP; ____d) Elementary School Principals;

____e) Association for Supervision and Curriculum Development; ____f) Others (specify)

_____

Date: _____ Signed: _____